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
T. L. Whitehead Elementary School	57727106066260	5.11.26	7/24/26

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

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

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

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

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

Schoolwide Program

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

Table of Contents

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 T. L. Whitehead Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

The School Wide Plan meets the ESSA requirements through:
A comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards.
The school-wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include:
The school is implementing strategies to address the school's needs by providing opportunities for all students to meet the challenging state academic standards.
The use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum.
Programs, activities, and courses are necessary to provide a well-rounded education and strategies that address the needs of all students, particularly those at risk of not meeting the challenging academic standards.

The school-wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:
A school and family engagement policy
A school and parent compact that addresses shared responsibility for high student academic achievement and building capacity for involvement.

Educational Partner Involvement

How, when, and with whom did T. L. Whitehead 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

SITE LEADERSHIP TEAM
The Site Leadership Team, composed of certificated staff, classified staff representatives, and site administration, plays an active role in monitoring the implementation and effectiveness of the School Plan for Student Achievement (SPSA). Throughout the year, the team reviews multiple sources of student achievement and school performance data, including i-Ready, Zearn, attendance data, and the California School Dashboard. Team members analyze trends, identify areas of strength and need, and participate in the annual needs assessment process that informs the development of the SPSA.

The Site Leadership Team conducted its SPSA needs assessment meeting on March 16, 2026. During the meeting, members reviewed current initiatives and discussed their impact on student outcomes. The team affirmed its support for the continued implementation of Zearn and Instructional Rounds, both of which were introduced as new initiatives during the current school year. Team members noted positive outcomes from these efforts and recommended continuing them into the upcoming year. The team also identified a need to strengthen and refine the school's Response to Intervention (RTI) systems to ensure timely and targeted support for students requiring additional academic assistance. In addition, members expressed strong support for maintaining the school's Visual and Performing Arts (VAPA) program and the addition of an art teacher, noting that students have found the program meaningful, engaging, and motivating.

SCHOOL SITE COUNCIL (SSC)
The Whitehead Elementary School Site Council (SSC) meets regularly throughout the school year to review student achievement data, monitor progress toward SPSA goals, and provide input on school improvement efforts. The SSC

participates in the annual needs assessment process and plays a critical role in the development, review, and approval of the SPSA and its corresponding budget.

The SSC conducted its SPSA needs assessment meeting on March 2, 2026. During the meeting, members reviewed school performance data and discussed priorities for the upcoming school year. Parents and staff expressed appreciation for the enhancements made to the school's VAPA program, particularly the addition of an art teacher. Parents shared that they enjoyed seeing their children bring home art projects and observed increased student enthusiasm for creative learning opportunities. SSC members also discussed the need for additional academic intervention support and expressed interest in having a full-time intervention teacher to accelerate reading growth and provide targeted support for students who are below grade level.

Additionally, members discussed opportunities to strengthen the implementation of the Full-Service Community Schools Grant and expressed enthusiasm for student college and career exploration experiences. Parents discussed the plan around college visits and encouraged the school to expand opportunities that highlight vocational and technical career pathways. The SSC reviewed and approved the SPSA and aligned budget on May 11, 2026.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)
The English Learner Advisory Committee (ELAC) consists of parents and school staff who meet regularly to support the academic achievement and language development of English Learners. ELAC members review relevant student data, monitor program effectiveness, provide recommendations regarding services and supports for English Learners, and participate in the SPSA needs assessment process. The committee also reviews and provides feedback on the SPSA prior to final approval by the School Site Council.

ELAC conducted needs assessment meetings on January 29, 2026 and February 26, 2026. During these meetings, parents shared positive feedback regarding the school's Positive Behavioral Interventions and Supports (PBIS) system, particularly the use of Blue SOAR Tickets as incentives for demonstrating positive behavior. Parents appreciated that students can redeem tickets for school activities and rewards, helping to create a positive and engaging school culture.

Committee members also discussed the importance of providing additional academic support for students and expressed appreciation for the school's daily Designated English Language Development (ELD) instruction, noting its positive impact on their children's language growth. Parents requested resources to support their own English language development, and information regarding local Adult School programs and community resources was provided. Individual parent concerns were also addressed, including questions about handwriting development and available support strategies. ELAC reviewed the SPSA and provided formal approval on April 23, 2026.

STUDENT VOICE
Student voice is an important component of Whitehead Elementary's continuous improvement process. The Whitehead Youth Advisory Council (YAC), a diverse group of students in grades 4–6 representing a variety of student experiences, meets monthly with the principal to discuss school culture, climate, engagement, school safety and student needs.

The YAC completed its SPSA needs assessment on January 15, 2026, focusing primarily on Goal 4 and student engagement. Students provided thoughtful feedback regarding programs, activities, and supports that contribute to a positive school experience. Members shared that they enjoy the expanded recess activities, which help keep students engaged and provide additional opportunities for positive social interactions. Students also expressed excitement about upcoming school events, including Field Day and Soccer Club, and suggested additional items for the SOAR Store, such as squishies, colored pencils, and stickers.

Students also reported positive experiences with Zearn and indicated that they find the program engaging and helpful in learning mathematics. In addition to YAC feedback, all students in grades 3–6 participated in a school climate and safety survey, providing valuable input regarding school safety, connectedness, engagement, and overall school climate. The YAC reviewed survey results during a data analysis meeting held on December 4, 2025, and offered recommendations for increasing student engagement and support.

Student feedback has directly informed improvements to recess programming. Following winter break, additional structured activities were introduced during TK–2 lunch recess to increase student engagement and reduce conflicts. Since implementation, the school has observed decreases in conflicts, aggression, and playground injuries, while students have reported enjoying recess more and feeling more engaged during lunch activities. The Youth Advisory Council reviewed Goal 4 and provided additional feedback on April 30, 2026, helping ensure that student perspectives continue to inform school improvement efforts.

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.

N/A

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.

English Learner Progress is Green *Increase
English Language Arts is Red *maintained
Math is Orange *maintained

Suspension Rate is Green *increase
Chronic Absenteeism is Red *increase

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.

None

Other Needs

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

iReady data (Math & English)
Reclassification Data for ELLs
Safety / Climate Surveys - Health Kids, PASS, Site Safety Survey
Absenteeism data

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for T. L. Whitehead 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**
African American	1.89%	0.91%	0.90%	6	3	3
Asian	5.99%	6.95%	5.39%	19	23	18
Filipino	%	%	0.30%			1
Hispanic/Latino	77.60%	76.44%	76.65%	246	253	256
Pacific Islander	0.95%	1.81%	1.50%	3	6	5
White	11.04%	9.97%	11.08%	35	33	37
Two or More Races	1.58%	2.42%	2.99%	5	8	10
Not Reported	0.95%	1.51%	1.20%	3	5	4
			Total Enrollment	317	331	334

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	23-24	**24-25**	**25-26**
Transitional Kindergarten		21	12
Kindergarten	36	46	40
Grade 1	38	36	43
Grade 2	50	44	47
Grade3	50	53	45
Grade 4	38	49	50
Grade 5	45	40	54
Grade 6	38	42	43
Total Enrollment	317	331	334

Conclusions based on this data:

1. Our school enrollment has remained steady at around 325 students since the 22-23 school year. We have added two SDC classes (TK-1 and 2-3) over the last two years which has increased enrollment by 25 students. Kinder enrollment has increased this year from the previous year by 10 students.
2. Based on the student group data, enrollment for African American students has decreased. Pacific Islander student percentage has increased. Other student groups have remained steady.

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	131	124	121	41.3%	37.5%	36.2%
Fluent English Proficient (FEP)	30	36	43	9.5%	10.9%	12.9%

Conclusions based on this data:

1. The percentage of English Learners is steady at about 40%; however, this is the first year it has fallen below 40%.
2. Our Fluent English-proficient student group maintaining, suggests the importance of continual improvement in our support and programs for English Language Learners as well as training and support for new teachers.

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	43	53	49	41	50	46	41	50	46	95.3	94.3	93.9
Grade 4	43	34	51	42	34	50	42	34	50	97.7	100	98
Grade 5	39	47	41	37	46	39	37	46	39	94.9	97.9	95.1
Grade 6	48	39	44	48	38	41	48	38	41	100.0	97.4	93.2
All Grades	173	173	185	168	168	176	168	168	176	97.1	97.1	95.1

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	2339.	2348.	2355.	0.00	2.00	2.17	17.07	8.00	10.87	24.39	34.00	34.78	58.54	56.00	52.17
Grade 4	2379.	2393.	2380.	4.76	5.88	4.00	9.52	20.59	10.00	19.05	11.76	16.00	66.67	61.76	70.00
Grade 5	2428.	2425.	2420.	5.41	4.35	2.56	13.51	13.04	17.95	27.03	26.09	17.95	54.05	56.52	61.54
Grade 6	2457.	2440.	2460.	0.00	5.26	0.00	22.92	7.89	21.95	29.17	26.32	34.15	47.92	60.53	43.90
All Grades	N/A	N/A	N/A	2.38	4.17	2.27	16.07	11.90	14.77	25.00	25.60	25.57	56.55	58.33	57.39

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	4.88	4.00	2.17	60.98	52.00	56.52	34.15	44.00	41.30
Grade 4	4.76	8.82	4.00	54.76	50.00	56.00	40.48	41.18	40.00
Grade 5	5.41	4.35	10.26	59.46	65.22	58.97	35.14	30.43	30.77
Grade 6	6.25	5.26	7.32	52.08	39.47	53.66	41.67	55.26	39.02
All Grades	5.36	5.36	5.68	56.55	52.38	56.25	38.10	42.26	38.07

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	0.00	0.00	0.00	51.22	46.00	50.00	48.78	54.00	50.00
Grade 4	2.38	0.00	2.00	50.00	44.12	38.00	47.62	55.88	60.00
Grade 5	0.00	6.52	2.56	54.05	41.30	48.72	45.95	52.17	48.72
Grade 6	0.00	2.63	2.44	45.83	36.84	53.66	54.17	60.53	43.90
All Grades	0.60	2.38	1.70	50.00	42.26	47.16	49.40	55.36	51.14

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	2.44	4.00	0.00	68.29	64.00	76.09	29.27	32.00	23.91
Grade 4	2.38	5.88	0.00	73.81	76.47	72.00	23.81	17.65	28.00
Grade 5	2.70	4.35	2.56	67.57	69.57	71.79	29.73	26.09	25.64
Grade 6	8.33	5.26	2.44	75.00	63.16	70.73	16.67	31.58	26.83
All Grades	4.17	4.76	1.14	71.43	67.86	72.73	24.40	27.38	26.14

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	4.88	4.00	4.35	43.90	64.00	67.39	51.22	32.00	28.26
Grade 4	4.76	8.82	4.00	57.14	55.88	46.00	38.10	35.29	50.00
Grade 5	5.41	2.17	2.56	56.76	71.74	58.97	37.84	26.09	38.46
Grade 6	2.08	2.63	2.44	66.67	63.16	73.17	31.25	34.21	24.39
All Grades	4.17	4.17	3.41	56.55	64.29	60.80	39.29	31.55	35.80

Conclusions based on this data:

1. There has been not substantial growth over the last three years meaning improvement initiatives need more time to improve academic outcomes for students. There is work to be done to strengthen Tier 1 reading & writing instruction focusing on close reading, academic vocabulary, and text-based evidence.

2. Students preformed the highest in the listening domain with less than 30% below standard - with most students performing at or near standard.
3. More than half of students schoolwide continue to score in the “Not Met” category in English Language Arts each year with writing being the the weakest overall domain. Students demonstrate stronger verbal comprehension and communication skills than written expression skills and may need more time and skills to get their thoughts onto paper.

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	43	53	49	42	51	47	42	51	47	97.7	96.2	95.9
Grade 4	43	34	51	43	34	50	43	34	50	100.0	100	98
Grade 5	39	46	41	38	46	39	38	46	39	97.4	100	95.1
Grade 6	48	39	44	48	38	42	48	38	42	100.0	97.4	95.5
All Grades	173	172	185	171	169	178	171	169	178	98.8	98.3	96.2

* 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	2352.	2353.	2373.	0.00	3.92	2.13	14.29	11.76	17.02	26.19	21.57	34.04	59.52	62.75	46.81
Grade 4	2405.	2398.	2399.	2.33	2.94	0.00	2.33	5.88	16.00	46.51	41.18	30.00	48.84	50.00	54.00
Grade 5	2433.	2424.	2417.	2.63	4.35	2.56	10.53	8.70	5.13	21.05	19.57	25.64	65.79	67.39	66.67
Grade 6	2421.	2415.	2423.	4.17	0.00	4.76	6.25	5.26	0.00	14.58	21.05	26.19	75.00	73.68	69.05
Grade 11															
All Grades	N/A	N/A	N/A	2.34	2.96	2.25	8.19	8.28	10.11	26.90	24.85	29.21	62.57	63.91	58.43

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	2.38	7.84	4.26	42.86	35.29	53.19	54.76	56.86	42.55
Grade 4	2.33	2.94	4.00	44.19	38.24	44.00	53.49	58.82	52.00
Grade 5	2.63	8.70	2.56	36.84	34.78	33.33	60.53	56.52	64.10
Grade 6	4.17	0.00	2.38	25.00	42.11	26.19	70.83	57.89	71.43
Grade 11									
All Grades	2.92	5.33	3.37	36.84	37.28	39.89	60.23	57.40	56.74

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	2.38	7.84	4.26	35.71	31.37	48.94	61.90	60.78	46.81
Grade 4	0.00	0.00	0.00	44.19	52.94	44.00	55.81	47.06	56.00
Grade 5	0.00	4.35	2.56	44.74	34.78	41.03	55.26	60.87	56.41
Grade 6	2.08	0.00	7.14	37.50	28.95	33.33	60.42	71.05	59.52
All Grades	1.17	3.55	3.37	40.35	36.09	42.13	58.48	60.36	54.49

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	7.14	5.88	4.26	50.00	50.98	48.94	42.86	43.14	46.81
Grade 4	4.65	5.88	2.00	53.49	55.88	54.00	41.86	38.24	44.00
Grade 5	2.63	4.35	2.56	50.00	45.65	46.15	47.37	50.00	51.28
Grade 6	6.25	2.63	2.38	43.75	60.53	54.76	50.00	36.84	42.86
All Grades	5.26	4.73	2.81	49.12	52.66	51.12	45.61	42.60	46.07

Conclusions based on this data:

1. Mathematics achievement remains a significant area of need schoolwide, with 58–64% of students consistently scoring in the “Not Met” category. Very few students are exceeding standards (2–3%), indicating limited advanced mathematical performance. Math is an area of focus school-wide.
2. Gains were evident across all math claim areas especially Concepts & Procedures and in Problem Solving & Modeling.

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	1393.2	1369.6	1402.0	1411.4	1391.7	1412.0	1350.6	1317.5	1378.5	29	26	25
1	1431.9	1408.2	1390.5	1449.1	1418.2	1398.6	1414.0	1397.5	1382.2	19	19	16
2	1441.7	1458.5	1468.4	1461.0	1476.8	1476.0	1422.0	1439.6	1460.7	18	16	21
3	1481.3	1467.6	1481.4	1486.8	1460.1	1474.6	1475.3	1474.5	1487.7	23	21	16
4	1492.7	1510.1	1519.2	1496.6	1518.7	1525.7	1488.2	1500.9	1512.3	18	17	21
5	1525.3	1507.1	1498.6	1530.8	1511.6	1493.2	1519.2	1502.1	1503.6	19	17	17
6	1523.4	1516.4	1504.6	1530.7	1525.8	1507.8	1515.9	1506.6	1501.0	14	13	12
All Grades										140	129	128

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	10.34	3.85	8.00	24.14	34.62	36.00	34.48	19.23	24.00	31.03	42.31	32.00	29	26	25
1	5.26	0.00	6.25	26.32	15.79	25.00	36.84	36.84	12.50	31.58	47.37	56.25	19	19	16
2	0.00	0.00	9.52	44.44	56.25	42.86	27.78	18.75	38.10	27.78	25.00	9.52	18	16	21
3	4.35	0.00	6.25	43.48	38.10	43.75	34.78	33.33	37.50	17.39	28.57	12.50	23	21	16
4	0.00	17.65	33.33	50.00	29.41	33.33	38.89	47.06	19.05	11.11	5.88	14.29	18	17	21
5	21.05	17.65	11.76	36.84	35.29	23.53	31.58	23.53	41.18	10.53	23.53	23.53	19	17	17
6	14.29	23.08	8.33	50.00	23.08	41.67	21.43	30.77	33.33	14.29	23.08	16.67	14	13	12
All Grades	7.86	7.75	12.50	37.86	33.33	35.16	32.86	29.46	28.91	21.43	29.46	23.44	140	129	128

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	17.24	3.85	8.00	17.24	46.15	40.00	34.48	19.23	24.00	31.03	30.77	28.00	29	26	25
1	5.26	0.00	25.00	42.11	26.32	12.50	42.11	42.11	12.50	10.53	31.58	50.00	19	19	16
2	11.11	31.25	23.81	38.89	37.50	42.86	33.33	18.75	23.81	16.67	12.50	9.52	18	16	21
3	26.09	19.05	18.75	47.83	42.86	50.00	13.04	9.52	18.75	13.04	28.57	12.50	23	21	16
4	33.33	29.41	47.62	44.44	64.71	28.57	11.11	0.00	19.05	11.11	5.88	4.76	18	17	21
5	36.84	41.18	23.53	52.63	29.41	47.06	5.26	17.65	11.76	5.26	11.76	17.65	19	17	17
6	57.14	38.46	41.67	28.57	30.77	41.67	14.29	7.69	0.00	0.00	23.08	16.67	14	13	12
All Grades	25.00	20.93	25.78	37.86	40.31	37.50	22.86	17.05	17.19	14.29	21.71	19.53	140	129	128

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	0.00	12.00	11.76	15.38	12.00	47.06	38.46	52.00	41.18	46.15	24.00	17	26	25
1	0.00	0.00	6.25	17.24	21.05	6.25	34.48	26.32	25.00	48.28	52.63	62.50	29	19	16
2	0.00	0.00	0.00	45.00	43.75	33.33	20.00	18.75	38.10	35.00	37.50	28.57	20	16	21
3	0.00	0.00	0.00	11.76	19.05	31.25	52.94	42.86	56.25	35.29	38.10	12.50	17	21	16
4	0.00	11.76	0.00	5.88	17.65	42.86	52.94	35.29	33.33	41.18	35.29	23.81	17	17	21
5	0.00	0.00	0.00	9.09	11.76	23.53	90.91	47.06	35.29	0.00	41.18	41.18	11	17	17
6	0.00	0.00	0.00	21.43	15.38	16.67	50.00	38.46	25.00	28.57	46.15	58.33	14	13	12
All Grades	3.57	1.55	3.13	18.57	20.16	24.22	37.14	35.66	39.06	40.71	42.64	33.59	140	129	128

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	17.24	3.85	12.00	58.62	65.38	64.00	24.14	30.77	24.00	29	26	25
1	21.05	10.53	31.25	73.68	57.89	25.00	5.26	31.58	43.75	19	19	16
2	16.67	25.00	33.33	72.22	75.00	47.62	11.11	0.00	19.05	18	16	21
3	21.74	19.05	31.25	60.87	52.38	37.50	17.39	28.57	31.25	23	21	16
4	22.22	41.18	45.00	66.67	52.94	50.00	11.11	5.88	5.00	18	17	20
5	47.37	29.41	12.50	47.37	47.06	62.50	5.26	23.53	25.00	19	17	16
6	7.14	15.38	27.27	71.43	61.54	54.55	21.43	23.08	18.18	14	13	11
All Grades	22.14	19.38	27.20	63.57	58.91	49.60	14.29	21.71	23.20	140	129	125

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	17.24	15.38	8.00	44.83	53.85	64.00	37.93	30.77	28.00	29	26	25
1	15.79	5.26	0.00	57.89	63.16	53.33	26.32	31.58	46.67	19	19	15
2	5.56	31.25	19.05	83.33	56.25	71.43	11.11	12.50	9.52	18	16	21
3	52.17	33.33	26.67	39.13	42.86	66.67	8.70	23.81	6.67	23	21	15
4	33.33	58.82	52.38	55.56	35.29	33.33	11.11	5.88	14.29	18	17	21
5	63.16	64.71	58.82	31.58	23.53	11.76	5.26	11.76	29.41	19	17	17
6	71.43	53.85	66.67	28.57	30.77	16.67	0.00	15.38	16.67	14	13	12
All Grades	35.00	34.88	30.95	48.57	44.96	47.62	16.43	20.16	21.43	140	129	126

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	0.00	0.00	8.00	75.86	50.00	72.00	24.14	50.00	20.00	29	26	25
1	15.79	0.00	6.25	26.32	42.11	6.25	57.89	57.89	87.50	19	19	16
2	11.11	0.00	4.76	44.44	56.25	66.67	44.44	43.75	28.57	18	16	21
3	0.00	0.00	0.00	56.52	47.62	46.67	43.48	52.38	53.33	23	21	15
4	5.56	5.88	5.56	38.89	47.06	66.67	55.56	47.06	27.78	18	17	18
5	21.05	0.00	6.67	42.11	52.94	53.33	36.84	47.06	40.00	19	17	15
6	0.00	0.00	8.33	28.57	30.77	8.33	71.43	69.23	83.33	14	13	12
All Grades	7.14	0.78	5.74	47.86	47.29	50.00	45.00	51.94	44.26	140	129	122

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	10.34	7.69	24.00	34.48	26.92	48.00	55.17	65.38	28.00	29	26	25
1	0.00	0.00	0.00	63.16	57.89	66.67	36.84	42.11	33.33	19	19	15
2	5.56	6.25	4.76	72.22	62.50	76.19	22.22	31.25	19.05	18	16	21
3	8.70	0.00	0.00	60.87	80.95	93.75	30.43	19.05	6.25	23	21	16
4	5.56	11.76	4.76	61.11	76.47	85.71	33.33	11.76	9.52	18	17	21
5	21.05	0.00	0.00	57.89	76.47	70.59	21.05	23.53	29.41	19	17	17
6	14.29	15.38	0.00	78.57	69.23	81.82	7.14	15.38	18.18	14	13	11
All Grades	9.29	5.43	6.35	58.57	62.02	73.02	32.14	32.56	20.63	140	129	126

Conclusions based on this data:

1. There has been an improvement in the writing domain from 32% of students at the beginning level in 22-23 SY to 20% in the 24-25 SY indicating English Learner students able to write at higher levels.

2. Scores suggest that daily English Language Development, both integrated and designated, needs to be planned intentionally to support student growth.
3. Scores also indicate a need for professional learning communities and teacher collaboration focusing on reviewing English Learner progress regularly.

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**
331	**89.4%**	**37.5%**	**0.9%**
Total Number of Students enrolled in T. L. Whitehead 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	124	37.5%
Foster Youth	3	0.9%
Homeless	5	1.5%
Socioeconomically Disadvantaged	296	89.4%
Students with Disabilities	70	21.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.9%
American Indian	0	0.0%
Asian	23	6.9%
Filipino	0	0.0%
Hispanic	253	76.4%
Two or More Races	8	2.4%
Pacific Islander	6	1.8%
White	33	10%

Conclusions based on this data:

1. Our largest student group by ethnicity is our Hispanic students (76.4%).

2. The number of students identified as socioeconomically disadvantaged, which is increasing annually, is at 89%. There is a need to support some families with basic needs and community resources to help their students access academics and to feel safe and comfortable at school.
3. An increasing number of students are identified with disabilities, as we've added two SDC classes over the last two school years (TK-1 and 2-3).

School and Student Performance Data

Overall Performance

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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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Learner Progress is now Green which is a significant area of success. English Learners are making strong progress toward language proficiency.
2. Chronic Absenteeism has declined to Red. Chronic absenteeism is having a substantial impact on academic performance including the areas of Foundational reading development, Math fluency, Intervention consistency and Student stamina and engagement.

3. English Language Arts performance remains in the Red category and Mathematics in Orange, reflecting persistent academic achievement challenges consistent with Smarter balanced results.

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.

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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	Orange	Yellow	Green	Blue
Lowest Performance				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
4	0	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
Red	Red	No Performance Color
78.3 points below standard	100.3 points below standard	Fewer than 11 students - No Data for Privacy
Maintained 2.7 points	Declined 10.4 points	4 Students
172 Students	77 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
0 Students	Fewer than 11 students - No Data for Privacy	79.5 points below standard
	2 Students	Maintained 1.3 points
		155 Students

Students with Disabilities	African American	American Indian
Red 127.6 points below standard Maintained -2.9 points 41 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	No Performance Color 0 Students	Red 83 points below standard Maintained 2.6 points 143 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Conclusions based on this data:

1. There was an decrease in English Language Arts performance decreasing from orange to red. However, the "all students" category "maintained" by 2.7 points.
2. Students with Disabilities and ELs have a substantial performance gap, indicating a need for acceleration.
3. Student progress implies a need for focused professional development and coaching, emphasizing integrated ELD (English Language Development) supports and scaffolds.

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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
2	1	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	Red	No Performance Color
94.6 points below standard	116.3 points below standard	Fewer than 11 students - No Data for Privacy
Maintained 2.9 points	Maintained -1.2 points	4 Students
174 Students	79 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - No Data for Privacy	94.1 points below standard
	2 Students	Increased 6.1 points
		157 Students

Students with Disabilities

Orange

151 points below standard

Increased 5.5 points

42 Students

African American

No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

American Indian

No Performance Color

0 Students

Asian

No Performance Color

Fewer than 11 students - No Data for Privacy

7 Students

Filipino

No Performance Color

0 Students

Hispanic

Red

99.6 points below standard

Declined 3.3 points

144 Students

Two or More Races

No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

White

No Performance Color

Fewer than 11 students - No Data for Privacy

10 Students

Conclusions based on this data:

1. All subgroups increased or maintained in performance; however, achievement remains low.
2. Students with disabilities increased by 5.5 points and includes 42 students in the subgroup. Socio-economically disadvantaged students also increased by 6.1 points and includes 167 students in the subgroup.

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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	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
Orange	No Performance Color	No Performance Color
37.6 science points	32.9 science points	0 Students
Maintained 0.4 points	Maintained 1.6 points	
38 Students	21 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	38.3 science points
	1 Student	Maintained 1.9 points
		34 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color 0 Students	Yellow 37.6 science points Increased 3.7 points 32 Students

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

Conclusions based on this data:

1. This is the first year of Science being on the Dashboard and data being tracked. All student groups maintained at .4 point. Hispanic students demonstrated the highest growth at a 3.7 points increase.

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
Green	No Performance Color
50.5 making progress.	making progress.
Number Students: 97 Students	Number Students: 3 Students

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

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.3%	39.2%	0%	50.5%

Conclusions based on this data:

1. Half (50%) of English Language Learner students progressed one ELPI level while 39% maintained.
2. For 10% of English Language Learner students, there was a decreased an ELPI level indicated an increased need for support or an actional plan for those students.
3. There are 3 Long Term English Learners (LTEL) and so there is no data available.

School and Student Performance Data

Academic Performance
College/Career Report

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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Data not available at the elementary level.

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	Orange	Yellow	Green	Blue
Lowest Performance				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
33.9% Chronically Absent	41.8% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 3.9	Increased 9.2	4 Students
360 Students	134 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	37.2% Chronically Absent
4 Students	5 Students	Increased 6.6
		312 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
36.5% Chronically Absent	Fewer than 11 students - No Data for Privacy	0 Students
Increased 11.8	3 Students	
85 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
25% Chronically Absent	0 Students	36.5% Chronically Absent
Increased 3.9		Increased 5
24 Students		271 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
26.7% Chronically Absent	Fewer than 11 students - No Data for Privacy	25% Chronically Absent
0	7 Students	Declined 2.8
15 Students		40 Students

Conclusions based on this data:

1. Student attendance is poor across the board. There was not growth this last year meaning chronic absenteeism has increased. Four subgroups are in the Red (Hispanic, Students with Disabilities, Socio-economically disadvantaged, and English Learners) and so there is significant room for improvement.
2. If student attendance and, thus, academic and social-emotional well-being are to improve, an attendance plan with multi-tiered re-engagement practices needs to be implemented.

School and Student Performance Data

Academic Engagement
Graduation 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

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	Orange	Yellow	Green	Blue
Lowest Performance				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	1	3	1	0

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
Green	Orange	No Performance Color
2.4% suspended at least one day	2.2% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 0.5%	Increased 1.5%	4 Students
370 Students	136 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	2.8% suspended at least one day
5 Students	5 Students	Maintained -0.1%
		322 Students

Students with Disabilities	African American	American Indian
Yellow 3.4% suspended at least one day Declined 2.3% 87 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 0% suspended at least one day Declined 5.3% 24 Students	No Performance Color 0 Students	Yellow 2.5% suspended at least one day Maintained -0.1% 279 Students

Two or More Races	Pacific Islander	White
No Performance Color 6.3% suspended at least one day 16 Students	No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Green 2.4% suspended at least one day Declined 3% 41 Students

Conclusions based on this data:

1. Suspension rates have remained steady and are generally low - below the district average of 6%. None of the subgroups are in the red category.
2. Students with disabilities have the highest suspension rate over all the monitored subgroups.
3. Continued Social Emotional Learning and conflict management skills work is important to further decrease events leading to suspension

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.

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Identified Need

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

Educational partner input and the district dashboard data show that elementary students and their parents need to be supported in understanding college and career options and need exposure to the variety of fields available. Students also need opportunities to engage in extracurricular activities and Leadership opportunities during and after the school day.

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
Number of students who participate in an extra curricular club or program after school	For 25-26 School Year - (152 Students) 60 Students participated in Cross Country (Fall) 21 Students participated in the Soccer Club 17 Students participated in Art Club 18 Students participated in the after-school intervention 16 Students participated in the Youth Advisory 20 Students participated in Leadership For 24-25 School Year - (143 Students) 36 Students participated in Cross Country (Fall) 12 Students participated in the Basketball Club (Spring) 10 Students participated in the Math Club (Spring - lower grades) 27 Students participated in the Soccer Club 18 Students participated in the after-school intervention 18 Students participated in the Youth Advisory 22 Students participated in Leadership For 23-24 School Year - (145 Students) 49 Students participated in Cross Country (Fall) 19 Students participated in the Basketball Club (Spring) 7 Students participated in the Science Club (Spring - lower grades) 10 Students participated in Choir (Spring) 35 Students participated in the Art Club (Spring) 18 Students participated in the Art & Science Club (Spring - upper grades) 7 Students participated in the Math Club (Spring - lower grades)	Students in grades K-6 will be able to participate in a club or activity after school throughout the school year. This includes approximately 45% of students (approx. 150 students), not including participation in the Expanded Minds program.
Number of Pathway Awards for Music Program *New Metric for 25-26	25-26 23 Students *Baseline Data	Increase by 5%
All students will participate a weekly art class led by a .5 VAPA teacher	For the 25-26 SY, all students participated in a weekly 30 minute art class (including TK and SDC classes)	Through weekly art lessons, students will grow in their understanding of art theory as well as have the opportunity to express themselves creatively. Student work will be on display throughout the classrooms, the main office and annually at the district office.

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	Overview: To ensure students are prepared for success beyond elementary school, the site will continue to implement a multi-faceted college and career readiness program that integrates academic enrichment, career exploration, student leadership, and family engagement. The goal is to provide all students with early exposure to a variety of college and career pathways, foster essential 21st-century skills, and build awareness for future college and career opportunities. This program is embedded into both the instructional day and extended learning opportunities. 1. Career Exploration Through Community Partnerships: *Invite guest speakers from a wide range of industries, including local businesses, to speak with students about their educational and professional journeys *Offer students insight into real-world job roles and foster early interest in future career options. *Study trips for students to explore local businesses *An annual Career Week & Career Fair (Spring) inviting speakers across a variety of industries to speak to students about their career journey 2. Strengthening the Site STEM Program: To build student interest and foundational skills in high-demand fields, the school will continue to enhance its STEM (Science, Technology, Engineering, and Math) programming by: *Collaborating with district Teachers on Special Assignment (TOSAs) to integrate STEM-focused lessons into classroom instruction. *Providing professional development and planning support to teachers to ensure STEM concepts are purposefully embedded across subject areas both in core science curriculum and LEGO Ed supplemental curriculum *Encouraging inquiry-based learning and problem-solving to build critical thinking skills. This strategic integration of STEM will better prepare students for college and career. *Partner with Lego Education to bring engaging and rigorous STEM for all grades TK-6 *Designing and implement a "Science Friday" three days per year where each class will participate in a school-wide science project designed by teachers in PLC planning. 3. Enrichment Clubs and Leadership Opportunities: The school will maintain and expand after-school enrichment clubs led by teachers and classified staff, providing students with engaging, skill-	All students with an emphasis on Foster Youth, English learners, and Students with Disabilities.	700 Title I Part A: Parent Involvement Funds for teachers to support family engagement opportunities 2000 Site Discretionary Science Materials for "Science Fridays"

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	building experiences. These clubs may include areas such as: *Sports, arts, science, intervention and student based-interests as explored through the Youth Advisory *Student leadership development through programs such as Leadership, Youth Advisory Committee, and other campus initiatives. *Opportunities for students to build teamwork, confidence, and real-world skills outside the traditional classroom (ie: 6th grade camp, recess activities, buddy classrooms). *Note: funded by ELOP monies 4. Dedicated College & Career Weeks (Fall and Spring): To build a college-going culture and expose students to higher education pathways, the school will continue hosting two College & Career Weeks per year: *Classrooms will participate in themed activities, including college trivia, virtual college tours, career dress-up days, and guest speakers. *Staff will share their own educational journeys and promote a growth mindset around college and career readiness. *Students will explore the relationship between school success and future opportunities. 5. Daytime Enrichment During the School Day: All students will have access to school-day enrichment programs that contribute to a well-rounded educational experience and support college and career readiness. These offerings include: *Music education through band and strings programs (grades 4-6) *Student leadership and voice through Leadership and Youth Advisory groups. *Schoolwide events and guest speakers that highlight different careers, cultures, and fields of study. 6. Family Engagement and Education Events: To ensure families are active partners in their children's college and career planning, the school will: *Host Family three Nights focused on areas of interest (craft night, multicultural night, science night) *Provide families with tools and resources to support learning at home and build knowledge about future educational pathways including convenient access to a fee little library in front of the school that will have a range of fiction and non fiction books. *Host a bilingual literacy club for parents		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	*Foster a welcoming and inclusive environment where families can engage with teachers, staff, and community partners. *Host two College Family Field Trips for families on Saturdays- providing transportation and lunch for up to 20 families each trip Note: funded through the Full Service Community Schools Grant FSCS		
1.2	Overview: To provide a well-rounded and enriching educational experience, the school will expand access to high-quality arts education as a core component of student engagement and development. This strategy prioritizes equitable access to visual and performing arts for all students by integrating arts into the school day and will be provided for all students in grades TK-6: 1. Hiring a 0.5 FTE Visual Arts Teacher: The school will hire a part-time Visual Arts Teacher (0.5 Full-Time Equivalent) to deliver structured, standards-aligned visual arts instruction to all students in grades TK–6. This dedicated instructor will: *Design and deliver engaging, standards-based lessons that explore various artistic techniques, media, and cultural perspectives. *Provide consistent exposure to the visual arts as part of the school's regular instructional program. *Collaborate with classroom teachers to integrate art into core content where appropriate. 2. Purchasing Art Materials and Supplies: To support high-quality instruction, the school will purchase a variety of art materials and supplies, including but not limited to: *Art Supplies. *Craft materials and visual media. *Storage and display supplies for student artwork. 3. Providing One Arts-Related Field Trip per Grade Level: To further enrich students' exposure to the arts, each grade level will participate in at least one arts-related field trip per year. These experiences may include: *Visits to local art museums, galleries, or cultural centers. *Live performances (e.g., dance, theater, or music). *Interactive workshops with artists or arts organizations. 4. Supporting Districtwide Arts Infrastructure: The site will also contribute funding to support the Visual and Performing Arts (VAPA) at the district level, along with associated indirect and liability costs. This support enables:	All students	41893 Arts and Music in Schools .5 FTE Art Teacher 2000 Arts and Music in Schools Field Trips 2500 Arts and Music in Schools Art Supplies 2076 Arts and Music in Schools 4151 Arts and Music in Schools VAPA Teacher

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	*Districtwide coordination and development of the arts program. *Ongoing professional development for arts educators. *Resource sharing and curriculum alignment across schools. By investing in both site- and district-level arts initiatives, the school helps ensure a sustainable and coherent VAPA program that benefits all students. Outcome: This strategy ensures that all students have regular, meaningful access to visual arts instruction and experiences, contributing to a well-rounded education and supporting the development of creativity, communication, and cultural literacy. Through dedicated staffing, hands-on lessons, enriching field trips, and district collaboration, the school affirms its commitment to engaging students through the arts.		

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.

The goal was implemented as planned, with a strong focus on providing students meaningful opportunities to explore college and career readiness through both in-school and out-of-school activities as well as during the school day and after school.

A key success was exceeding our targeted student participation in the strings and band electives, demonstrating growing interest and access to music education. Fifth and 6th grade students who participated in band or strings also had the opportunity to perform for their families during fall and spring concerts showcasing their learning and building self confidence.

Additionally, student turnout in extracurricular activities and academic supports such as cross country, art club, soccer, tutoring, and was strong, indicating effective outreach and engagement. The theme of the clubs and activities were largely student selected and it showed in the number of students who ended up participating in each club. Clubs provided opportunities to support student's abilities to communicate effectively with their peers, practice leadership and teamwork and build connection to the school community.

In January held a College Week to promote a college going culture at Whitehead. The whole week we emphasized different aspects of college, some teachers invited in guest speakers, all teachers shared about their college going journey and students took virtual filed trips and participated in career exploration activities. In April we had our annual Career Week with various activities for students to explore different careers, hear about local businesses and reflect on their own career aspirations. We had a Career Fair with local professionals (a hair stylist, an architect, construction workers, UC Davis student athletes and Woodland Fire Department). Feedback from students and teachers was overall very positive and we will continue to host a Career Fair annually rotating various career pathways.

Family engagement efforts took place as planned with family nights focused on the arts and multicultural / geography. Art night had the highest family participation and students were able to work with their families to create and take home crafts for the holidays. Multicultural Night was new this year. Each class created a project that was on display some having activities for students to engage in. Parents enjoyed viewing student work and students enjoyed learning about a variety of cultural. All family nights events served as opportunities to foster partnerships with families, promote student learning, and create a welcoming school environment. Overall, the strategies were implemented effectively and contributed to increased student involvement and family participation.

We also used our Arts and Music in schools grant to fund a .5 Art Teacher meaning that each students had a 30 minute block of art weekly focusing on different activities and art techniques. Lessons were differentiated for various grades and used various mediums of art. Students enjoyed have structured art weekly. Teachers were also offered to plan an arts related field trip and given additional funds for classroom art supplies based on classroom need and teacher discretion.

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

There were no significant variances between the planned implementation and the allocated budget. The funding was appropriately utilized to support the planned activities and resources as outlined in the SPSA.

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.

Moving forward, these strategies will remain consistent to allow time for current initiatives to show long-term impact on student engagement and achievement. Family engagement events such as Arts Night, Reading Night, and Math Night will continue, with the goal of increasing participation and establishing these as annual traditions within the school community. We also hope to continue to build additional parent leadership around these events to create buy-in and increased attendance.

To strengthen our college and career readiness focus, the school will continue to host College Week in the fall and Career Week in the spring, reinforcing the importance of future planning for all students. Students have asked to have a hairdresser present next year which will be a goal. Two college trip will be coordinated for families - one to a Community College or vocational school and one to a UC or state school - to support families in exploring college and career opportunities together. This is part of our Goal 1 but funded through the Full Service Communities Schools grant.

The newly established Boosters Club is another avenue to expand parent involvement and support ongoing activities, community partnerships and fundraising. The Booster Club works to engage other parents through fundraising and coordinating school-wide activities. They also play an impactful role in providing parent voice into school activities and initiatives.

Arts Education Expansion – The school will hire a half-time Arts teacher to provide structured instruction in the arts for all students TK–6. This will be supported by increased funding for materials and supplies, as well as an additional arts-related field trip to deepen student exposure to creative disciplines.

Literacy Access Initiative – A “Free Little Library” has been installed at the front of the school to provide families with year-round, convenient access to a range of fiction and nonfiction books. This initiative is designed to promote literacy, support family reading routines, and encourage a love for reading outside the classroom. The library was donated by a member of the community.

The clubs and activities for students will be decided with student voice through the Youth Advisory Committee, Leadership or informal students discussions.

These updates are reflected in the revised goals and activities sections of the SPSA.

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.

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Identified Need

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

Across the board, academic achievement remains low in Math and English-language arts, with both metrics in the red or orange on the Dashboard. Implementing PLCs emphasizing standards-based teaching is designed to improve quality first instruction and create intervention systems for students who need additional academic support. Chronic absenteeism continues to be a concern. High absenteeism has caused various academic impacts, including poor performance in reading and math. There is also an increasing need for teacher collaboration and support to improve best instructional practices school-wide.

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
Performance level on ELA (English Language Arts) and Math Academic Indicator.	24-25 ELA (red, maintained) Students groups in red: ELs, Hispanic, Socio-economically disadvantaged, students with disabilities) Math (orange, maintained) Student groups in red: English Learners, Hispanic 23-24- ELA (orange, increase) Math (red, maintained), English learners, Hispanic students, and socioeconomically disadvantaged students are also in the red category. 22-23 - As measured by the California Dashboard, Whitehead performs very poorly in ELA and Mathematics (red).	Whitehead will progress towards orange, with all student groups showing a 5% increase in ELA and progress toward yellow in mathematics with a 5% increase.
Percentage and number of students who are chronically absent	24-25 33.9% (Red) 23-24	Reduce chronic absenteeism by 5%.

	30% - Yellow (declined) 22-23 36.6%	
SEL Screener The difference between the percentage of students identified as having a concerning level of internalized behavior in Fall vs Spring. Elementary Teacher rating	25-25 BASELINE 27.54% decrease on internalizing behaviors from Fall to Spring	Decrease internalizing behaviors between Fall and Spring by 10% points
Student sense of safety and school connectedness (CHKS)	25-26 - 57% of students felt connected to our school. (93% all, most, or some) 50% of students feel safe at school - most or all of the time. (96%, all, most or some) 24-25 - 65% of students felt connected to our school. 60% of students feel safe at school - most or all of the time. 23-24 - 51% of students felt connected to our school. 52% of students feel safe at school - most or all of the time.	65% of students will feel connected to our school. 65% of students will feel safe at school. Decreased bullying incidents Improved student sense of safety and belonging Increased student reporting of concerns Stronger collaboration between school and families (see strategy 2.5)
Suspension rate	24-25 - 2.4% Green (.5 decline) 23-24 - 2.9% Green 22-23 - 4.2%	As measured by the California Dashboard, Whitehead will progress towards blue in suspension rate, reducing the suspension rate to less than 3%
California Healthy Kids Survey Parent Data	25-26 Percent of parents who strongly agree that (agree & strongly agree) 46% (a) the school encourages me to be an active partner (92%) 57% (b) the school promotes parent involvement (77%) 43% (c) parents feel welcome to participate at this school (94%) 2024-25- 58 Parents participated in the survey. 91% of parents are encouraged to be active partners (agree or strongly agree) 92% of parents feel well-informed about school activities. 93% of parents feel teachers communicate about expectations. 93% of parents feel the school promotes academic success. 93% of parents report that Whitehead is a safe place for their child to learn.	Increase each metric by 5% points. 40 parents took the survey. Increase to 50 parents.

Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	25-26 Reading - 38% Target / 43% improved placement Math - 33% Target / 48% improved placement 24-25 Reading - 48% (spring) Math - 33% (spring) 2023-24- Reading 48% (mid-year) Math 39% (mid-year)	Increase target growth for both math and reading by 5%
Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation	25-26 - 8 (4 Unit Plans & Student Work Analysis, 3 Rounds of Data Analysis, Goal Setting & Monitoring) 24-25 - 7 23-24 - 6	By the end of the 26-27 school year, we will increase PLC implementation based on the self-evaluation to 8.5/ 10.

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	Overview: To meet the diverse academic and social-emotional needs of all students, the school will implement a well-rounded and rigorous educational program supported by appropriate materials, collaborative instructional planning, targeted interventions, and student-centered technology tools. This approach emphasizes both high academic expectations and the individualized support necessary to help every student succeed. 1. Instructional Materials, Supplies, and Operational Resources: To support effective classroom instruction and student engagement, the school will provide essential resources including: *Instructional supplies and materials aligned with curriculum standards. *Copying and postage necessary for instructional delivery and parent communication. *Access to printed and digital resources to support differentiated instruction, enrichment, and interventions. These tools will ensure teachers can implement standards-based lessons and communicate effectively with families about student progress and needs. 2. Collaboration and Professional Learning Communities (PLCs): Teachers will engage in ongoing collaborative planning through PLCs, with a focus on improving instruction, student learning outcomes, and equitable access to rigorous content. PLCs will:	All students, with a focus on English Learners, Socioeconomically Disadvantaged, Foster and Homeless	3881 Supplemental/Concentration Materials & Supplies 6,000 Supplemental/Concentration Copy Clicks 3500 Supplemental/Concentration Zearn Software 5152 Supplemental/Concentration Renaissance Learning 4813 Site Discretionary Materials & Supplies 3000 Supplemental/Concentration Teacher Release for Parent Meetings

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	*Identify essential standards and unpack learning targets. *Collaboratively design aligned lessons and assessments. *Analyze student data to identify trends, adjust instruction, and determine areas of need. *Share best practices and collaboratively problem-solve to improve student outcomes across the grade level. This structured, professional collaboration allows for continuous improvement and shared accountability for student success. 3. Student Support Software for Literacy & Math Development: The school will continue to utilize Renaissance Learning and other software tools to support: *Academic progress monitoring through tools like STAR Reading and Accelerated Reader, which provide real-time data on student growth and areas needing intervention. *Goal-setting and independent reading motivation to foster a love for literacy. *Supplemental Math support using Zearn (2nd year of implementation) 4. Multi-Tiered System of Supports (MTSS): The school will hold regular MTSS meetings to support the development of individualized, data-driven intervention plans for students who require additional support. These meetings bring together administrators, teachers, intervention specialists, and other support staff to: *Review academic, behavioral, attendance, and social-emotional data; *Identify students who require Tier 2 or Tier 3 interventions *Identify Child Find - students who require assessment for Special Education programs *Develop and implement tailored support plans for issues such as chronic absenteeism, academic struggles, behavioral concerns, and social-emotional challenges. *Monitor the effectiveness of interventions and adjust plans as needed. *Teacher release for parent meetings By using a systematic, team-based approach, the school ensures that every child’s needs are proactively addressed and that appropriate supports are implemented in a timely and coordinated manner.		
2.2	Overview: To ensure all students have access to the academic support they need to meet grade-level standards, the school will provide targeted Tier 2 interventions in both reading and math. These supports are designed for students who are not yet meeting benchmarks but do not require intensive,	All students, with a focus on Socioeconomically Disadvantaged, Foster and Homeless	42,159 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	individualized (Tier 3) interventions. By implementing structured, evidence-based interventions during the school day, the school aims to close achievement gaps and promote equitable access to core academic content. Implementation Approach: Identification of Students for Tier 2 Support: *Students will be identified for Tier 2 intervention based on multiple measures, including BPST, STAR or IReady Assessment *Teacher referral based on classroom per performance and formative assessment data *MTSS and PLC data reviews The goal is to provide timely and targeted support to students who demonstrate specific learning gaps or who are performing below grade level in reading or math. Delivery of Targeted Instruction: *Small-group and focused, typically provided 4 times per week, either within or outside the core instructional block; *Skill-specific, addressing foundational reading (e.g., phonics, fluency, comprehension) or math (e.g., number sense, problem-solving) areas identified through data analysis; Progress Monitoring and Adjustment: *Curriculum-embedded assessments *Progress monitoring tools (e.g., BPST, STAR, iReady) *Teacher observational data *Intervention groups and strategies will be adjusted every 6–8 weeks based on progress monitoring data and team review to ensure students are making adequate growth or are referred for additional supports if needed. Collaboration through MTSS and PLCs: Intervention planning and review will be embedded into existing MTSS meetings and PLC discussions, where staff will: *Analyze group and individual student data *Identify patterns of need across classrooms and grade levels; *Share strategies and plan next steps for instructional support.		
2.3	Overview: Consistent school attendance is foundational to student success. To improve overall attendance rates and reduce chronic absenteeism, the school will implement a multi-tiered approach that includes positive recognition for students, early identification of attendance concerns, and proactive communication and support for families. This strategy is aligned with district goals and	All students, with a focus on English Learners, Socioeconomically Disadvantaged, Foster and Homeless	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	emphasizes prevention, early intervention, and collaborative problem-solving. 1. Recognition and Incentives for Improved Attendance: *Monthly awards for perfect attendance *Recognition for improved attendance, to celebrate students making progress even if they are not yet at 100% attendance to also include incentives such as certificates, small prizes, classroom rewards, and school-wide acknowledgments, designed to encourage a positive and motivational culture around attendance. *Eagles class-wide attendance incentive 2. Early Identification and Wellness Team Communication: *The school will closely monitor attendance data to quickly identify students who are at risk of becoming chronically absent (defined as missing 10% or more of school days). *Chronically absent students will be discussed regularly during Wellness Team meetings, where staff from multiple disciplines (e.g., administration, counseling, social work, and intervention) collaborate to: *Identify root causes (e.g., health, transportation, housing instability, anxiety) *Develop individualized support plans *Coordinate wraparound services or tiered interventions. 3. Family Communication and Support Services: Strong communication and engagement with families are central to addressing attendance challenges. The school will: *Utilize the, Social Worker, district staff, and Site Administrator to conduct outreach and provide support to families of chronically absent students *Share attendance data and educational materials that explain the impact of absenteeism on student learning *Offer resources and referrals (e.g., mental health services, transportation assistance, scheduling support) to help families overcome barriers to regular attendance *Conduct home visits or phone conferences when needed to build relationships and collaboratively problem-solve with families or collaborate with district personnel for extreme cases		
2.4	Overview: To strengthen instructional practice and ensure consistency in high-quality teaching across classrooms, the school will implement Instructional Rounds as a professional learning strategy. Instructional Rounds provide teachers with structured opportunities to observe one another's classrooms, reflect on instructional practices, and	All students	3000 Supplemental/Concentration Teacher Release for Instructional Rounds

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	calibrate expectations around rigorous, standards-aligned instruction. The goal is to promote a culture of collaboration, shared learning, and continuous improvement across all core content areas. Instructional Rounds Overview 1. Purpose and Focus Areas: Instructional Rounds will center on identifying and reflecting on effective teaching strategies in core content areas such as English Language Arts, Math, Science, and Social Studies. Each round will focus on one or a current problem of practiced identified based on current data. This may include: *Standards alignment and lesson rigor *Student engagement and academic discourse *Use of scaffolds and supports, particularly for English Learners and students with diverse needs *Implementation of schoolwide instructional priorities or district-adopted best practices. *Prior to each round, a clear focus area will be established along with a walk through tool to guide observations. 2. Collaborative Observations: Small teams of teachers—often including instructional coaches or administrators—will visit classrooms during live instruction using a non-evaluative, observational lens. During these visits, observers will: *Collect descriptive, objective evidence of teaching and learning; *Focus on instructional practices and student engagement rather than individual teacher performance; *Observe how students interact with content, with each other, and with the teacher. *This process helps teachers broaden their instructional toolkit and reflect on their own practice in a low-stakes, supportive environment. 3. Debrief and Reflection: Following classroom visits, participating teachers will engage in structured debrief sessions to: *Analyze patterns across classrooms *Reflect on instructional strengths and growth areas *Share strategies that can be applied or adapted in their own practice *Calibrate expectations for student performance and instructional rigor across grade levels and content areas. *These reflective conversations are key to deepening professional learning and turning observation into action. 4. Alignment with PLCs and School Goals: Findings from Instructional Rounds will be integrated into Professional Learning Community		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	(PLC) discussions and schoolwide instructional planning. Insights may: *Inform professional development priorities *Support coaching conversations *Guide adjustments to pacing, scaffolding, or assessment practices *Reinforce a schoolwide culture of shared ownership for student success		
2.5	Overview: Improve school climate and student safety by reducing incidents of bullying, harassment, and intimidation while increasing students' sense of belonging and emotional well-being utilizing school-wide PBIS Strategies 1. Implement Schoolwide Social-Emotional Learning (SEL) *Provide weekly classroom lessons focused on empathy, kindness, conflict resolution, and digital citizenship. *Integrate SEL curriculum into morning meetings and classroom discussions as well as the school-wide morning routine *Teach students how to recognize bullying and safely report concerns. 2. Establish Clear Anti-Bullying Expectations *Review school expectations (SOAR) for respectful behavior in all areas of the school *Post visible reminders of school rules and reporting procedures. *Teach the difference between conflict and bullying 3. Strengthen Reporting and Response Systems *Provide anonymous reporting options for students on the school website *Train staff on consistent procedures for reporting bullying incidents *Maintain a log of incidents in AERIES to monitor trends and areas of concern 4. Increase Supervision and Positive Engagement *Assign staff to high-traffic areas such as playgrounds, hallways, outside bathrooms and lunch areas. *Train supervisors to recognize and intervene in bullying situations. *Encourage structured recess activities and peer leadership programs 5. Provide Student Support and Intervention *Offer counseling or small group support for students involved in bullying (both victims and aggressors) *Teach restorative practices and problem-solving strategies *Partner with families to support behavior change 6. Engage Families and Community		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	*Provide parent education and share resources about bullying, cyberbullying, and online safety through the website and newsletter *Encourage families to report concerns and partner with the school.		
2.6	Overview: Improve literacy for all students though PLC and teacher collaboration around Science of Reading (SoR) and Structured Literacy Practices (SLP): (using the learning from the Standards Institute) Phase 0: Developing a Foundational Literacy Team Phase 1: Defining the literacy and Instructional Schedule and analyzing best practices Phase 2: Aligning Materials and Assessment (including a high-quality supplemental curriculum) Phase 3: Defining pivotal Instructional Practices around SOR and SLP Phase 4: Develop a 90 Day Action Plan Phase 5: Focusing on Continuing Improvement		

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.

Overall Implementation and Effectiveness:
The implementation of this goal was strong and aligned with the school's focus on improving academic outcomes through targeted intervention and collaborative instructional practices. Math intervention groups were conducted consistently starting in December, providing students with dedicated support in foundational math skills primarily using the Zearn curriculum. 67 students were supported through RTI over three rounds. From that group 36 were English Language Learners. Forty-nine (49) students were successfully exited making target progress. Fourteen (14) made substantial growth but will be monitored at the start of the next school year before formally exited. Four (4) students will be referred to the Wellness team for discussions around additional support in the upcoming school year.

After school tutoring for reading was offered for students in kinder, 3rd and 6th grade based on staffing availability. Teachers focused on foundational skills and monitored student growth over 6-8 week cycles.

Professional Learning Communities (PLCs) continued to be a cornerstone of instructional improvement, engaging all teachers in ongoing collaboration focused on standards-based teaching and student achievement. These collaborative sessions followed a structured cycle of inquiry that began with the identification of key standards across grade levels. Teachers worked together to unpack Common Core Standards, ensuring a shared understanding of the learning targets and expectations for rigor. Instructional planning within PLCs was designed to ensure that lessons and tasks were aligned to the complexity of the standards, supporting equitable access to grade-level content. Teachers shared and refined strategies to improve first instruction, emphasizing engagement, clarity, and academic rigor. Following instruction, PLCs met to analyze student work and assessment data to evaluate the effectiveness of their lessons. These collaborative post-teaching reflections enabled teachers to identify what worked, what didn't, and how to improve instruction moving forward. Through this continuous improvement cycle, teams developed more effective, cohesive instructional practices across the grade level.

In PLCs, teachers also regularly collaboratively analyzed iReady data to measure student learning and plan for Tier 2 supports. Teachers were given 3 .5 release days to work together on this without having to work outside their contract hours.

To further support student achievement in English Language Arts, the Renaissance Learning suite (Accelerated Reader (AR) and STAR assessments) was purchased and successfully implemented. These tools provided valuable progress monitoring data and enrichment opportunities that helped engage students and track growth in reading. AR also provides students with additional reading resources and immediate feedback on their comprehension of a text. AR is used also for regular reading contests (ie: Lyon's reading contest. In addition, to improve literacy and access to books, $5082 was invested in the library (a combination of Title 1 and Donations / Scholastic funds to purchase new, high-interest books for students to check out.

We successfully conduced three Instructional Rounds focusing on Student Engagement as identified as a need after the data analysis of the first round. Teachers enjoyed seeing best practices and focusing on strategies to better support student learning and engagement. Teachers also heard from students in the Youth Advisory on what helps engage them in learning. Before each round, we set up a best practice around engagement to focus (cold calling, turn and talk, etc.). We also calibrated on an instructional video using the New Teacher Project rubric around student ownership and engagement. After each round we met to review the walk through data, measure growth and discuss next steps.

While we are wrapping up our first year of Zearn implementation teachers report that the supplemental program has been more rigorous and comprehensive than previous supports. We have seen Students find it engaging and even a little bit fun. We have seen 48% of students improve their math placement on the iReady math assessment.

Teachers has access to materials and supplies needed to teach and so they did not have to pay out of pocket. Teachers were given general supplies based on an order form at the start of the year. They were then give allocations to purchase items they needed specifically for their classroom.

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

All funds were expended as planned and aligned with the strategies outlined in the SPSA. There were no major deviations between the budgeted expenditures and the actual implementation of strategies and activities with the exception of being able hire a full time RTI Instructor. We relied on tutors for which the pay was much less and the consistency not as comprehensive.

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.

Planned Changes to Goal, Outcomes, Metrics, or Strategies:
Several updates will be made to this goal moving forward to enhance instructional practices and address areas of need:

Sustaining and Strengthening PLC Work including with new grade level partnerships:
The emphasis on PLCs will remain, with continued monitoring of student data, gathering of teacher feedback, and support from district instructional coaches. Building on the work from the previous year, PLCs will continue to:
*Identify priority standards and clarify what students must know and be able to do;
*Collaboratively design lessons and assessments that reflect the rigor of the standards;
*Analyze results and student work after instruction to refine teaching practices and share effective strategies across the grade level.
This sustained PLC model is intended to foster a culture of shared ownership for student learning and a commitment to continuous instructional improvement.

Instructional Rounds Implementation:
The school will continue instructional rounds based on teacher feedback to provide teachers with opportunities to observe peers, calibrate effective teaching practices, and identify schoolwide instructional strengths and areas for growth. This effort will directly align with and deepen the work already occurring in PLCs. One ask teachers also has was to visit grade level teachers at other sites to continue to deepen their practice. We will conduct two instructional arounds (one in Fall and one in Spring and also provide release time to visit other sites).

Expanded Academic Intervention:
Reading and math intervention will continue with the help of a full time RTI slit funded between Title 1 and Full Service Community Schools. This instructor will support Tier 2 students for students identified with additional academic needs as well and progress monitor and communicate with with teachers and families.

Providing Materials to Teachers:
Teachers will continue to be provided with materials and supplies to provide high quality instruction for student learning including paper, pencils, copy money, art supplies, whiteboard markers, notebooks, etc.

Addressing Bullying and improving school climate:
We will promote a safe and supportive learning environment by implementing a comprehensive bullying prevention strategy. Staff will provide regular social-emotional learning lessons that focus on empathy, kindness, conflict resolution, and responsible online behavior. Schoolwide expectations for respectful behavior will be clearly taught and reinforced through classroom discussions, assemblies, and posted reminders (Whitehead Eagles SOAR).
We will maintain clear procedures for reporting and responding to bullying, including providing safe ways for students to report concerns. Staff will be trained to recognize and address bullying promptly. Increased supervision in common areas such as playgrounds, hallways, and outside bathrooms, lunch areas will help prevent incidents and ensure student safety. Students involved in bullying situations will receive appropriate support through counseling, restorative conversations, and family collaboration. The school will also engage families by sharing resources and information about bullying prevention and digital safety. These efforts aim to reduce bullying incidents, strengthen positive peer relationships, and improve students' overall sense of safety and belonging at school.

All of these adjustments are reflected in the updated goals, strategies, and funding allocations within the SPSA. They are designed to better support student achievement while adapting to current staffing and resource realities.

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.

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

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.

Community Partner groups reviewed the dashboard and concluded that our English Learners' performance in both ELA and Mathematics needs to improve to support increased reclassification and bilingualism for all English Language Learners. The ELAC reviewed and provided a self-reflection on the English Learner Roadmap, expressing a continued need for improved family and school partnerships (2.5) while rating the school's respect for Language and Culture (1. A) as extremely responsive (4).

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
Reclassification rate for English Learners (EL)	25-26 The percentage of students being reclassified is 11%. (14 students) 24-25 The percentage of students being reclassified is 7%. 23-24 The percentage of students being reclassified is 12% (15 students)	The percent of students being reclassified will be increase by 5%.
Reclassification of LTEL Students	25-26 - 0/3 24-25 0/0 (*No LTEL with a 4 on the ELPAC)	Reclassify 100% of LTEL students who have an ELPAC level 4
Reclassification rate of all Dually-Identified SPED/EL students who have an Alternate Summative ELPAC Level 3. Reclassification rate of all Dually-Identified SPED/EL students with a	24-25 1/1	Reclassify 100% of all Dually Identified SPED/EL students who have an Alternate Summative ELPAC level 3 as well as SPED/EL students who were assigned Domain Exemptions and have an ELPAC level 4.

Summative ELPAC Level 4 who were assigned Domain Exemptions		
English Learner Progress Indicator (ELPI)	25-26 (Green) - 50.5% are making progress toward English language proficiency - a 9.5% increase 24-25 - 40% are making progress towards English language proficiency. 23-24 - 42.1% are making progress towards English language proficiency, which is low (orange) and an increase of 1.7%.	50% of English learners will make progress towards English language proficiency.
Improve the school's rating of the English Learner Roadmap Principle 2 on the self assessment.	EL Roadmap Principle #2 = 3.4 Average A=3 B=4 C=4 D=4 E=4 F=3 G=3 BASELINE DATA in 25-26	Increase by .3 points average
Percentage of English Learner students who meet or exceed annual typical growth in iReady Reading and Math	25-26 For Reading - 35% reached target growth with 33% improved placement. For Math - 37% reached target growth with 48% improved placement. 24-25 For Reading - 38% reached targeted growth with 38% improved placement For Math - 35% reached targeted growth with a 46% improved placement 23-24 For Reading - 50% reached targeted growth with 28% improved placement For Math - 37% reached targeted growth with a 25% improved placement	Increase reading and math targeted growth by 5% for all English Language Learners.

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	Overview: To ensure the academic success and language development of English Learners (ELs), the school will implement a comprehensive approach that includes high-quality designated and integrated English Language Development (ELD), ongoing professional development for teachers, structured progress monitoring through the Multi-Tiered System of Supports (MTSS), differentiated	English Learners	25000 Title I Part A: Basic Grants Low-Income and Neglected Professional Development 1,000 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	interventions, and strong family communication supported by translation services. 1. Designated and Integrated ELD Instruction: All English Learners will receive: *Designated ELD: Daily, focused instruction that builds English language proficiency aligned to the California ELD Standards. This time is protected and targeted to address the specific linguistic needs of ELs, helping students develop skills in reading, writing, listening, and speaking in English. *Integrated ELD: Embedded language development throughout all academic content areas (e.g., math, science, social studies). Teachers will strategically incorporate scaffolds—such as visual supports, sentence frames, academic vocabulary instruction, and structured academic talk—to ensure ELs can access rigorous, grade-level curriculum. 2. Professional Development for Instructional Staff: To support effective ELD implementation, teachers will participate in ongoing professional development focused on: *Research-based instructional strategies to support English learners during integrated ELD *Scaffolding techniques that ensure ELs of varying language proficiency levels can engage in complex academic tasks *Differentiation practices that allow teachers to adjust instruction based on students' language proficiency and learning needs. *Instructional coaches and the English Learner Specialist will provide training, coaching, and modeling to ensure that teachers are equipped to implement these practices with confidence and consistency. *Plan and implement school-wide instructional strategies for students engagement: turn and talk, cold call, collaborative group work, 3. Monitoring Student Progress Through MTSS: The school will use the MTSS framework to: *Regularly review the academic progress and language development of English Learners using a variety of data sources, including ELPAC results, formative assessments, classroom performance, and teacher observations *Identify ELs in need of additional support, particularly Long-Term English Learners (LTELs), and develop individualized intervention plans *Coordinate appropriate interventions, which may include small-group instruction, targeted academic support, and access to supplemental resources. *Some interventions and extended learning opportunities will be provided in partnership with the Expanding Minds Program, which will offer additional instructional time, materials, and		Copy Clicks

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	enrichment activities tailored to the needs of English Learners. 4. Family Engagement and Communication Support: To foster strong school-home partnerships and ensure parents/guardians are informed and engaged in their student's progress: *The school will ensure that all communication regarding student progress, supports, and interventions is provided in a parent's home language *Families of English Learners will also be invited to participate in events and workshops that build understanding of the ELD program and how to support student learning at home - through ELAC, support from the English Learner specialist and various district offerings		
3.2	Overview: Long-Term English Learners (LTELs)—students who have been classified as English Learners for six or more years without meeting the criteria for reclassification—face unique academic challenges. These students often demonstrate conversational fluency but continue to struggle with academic language proficiency, which impacts their performance across content areas. As such, targeted and intentional support is required to meet their specific learning needs. 1. Data Analysis and Discussion during Wellness Team Meetings: LTELs will be systematically monitored as part of the school's Wellness Team meetings. These meetings, which include site administrators, intervention specialists, classroom teachers, and support staff, provide a structured setting for reviewing individual student progress. During these sessions, teams will: *Review assessment data (e.g., ELPAC scores, reading levels, class grades) to track academic progress and language development. *Analyze patterns in attendance, behavior, and social-emotional indicators that may be affecting academic performance. *Identify students showing signs of academic stagnation or regression and determine the root causes *Discuss strategies to support students both within the general education setting and through targeted interventions. 2. Implementation of Appropriate Interventions: *Based on the discussions and data reviews conducted in Wellness Team meetings, the school will implement individualized, research-based interventions for LTELs. These may include:	English Learners	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	*Small-group instruction focused on academic language development and content-specific vocabulary. *Push-in or pull-out support from the English Learner Specialist or intervention staff. *Supplemental literacy programs designed to improve reading comprehension and writing fluency. *Increased collaboration with families to ensure they are informed and engaged in their child's academic progress.		
3.3	Overview: To ensure English Learners (ELs) receive high-quality, integrated and designated English Language Development (ELD) instruction, the school will provide ongoing coaching, modeling, and professional learning opportunities for teachers—particularly those who are new to the profession or new to the school site. The English Learner Specialist will serve as a key resource in supporting teacher growth and instructional consistency in ELD practices. 1.Teacher Support *Priority Support for New Teachers—whether new to the profession, school site, or grade level—will receive prioritized support. Recognizing that many new educators are still building their foundational instructional toolkit, the coaching will: *Emphasize classroom routines that support language acquisition (e.g., sentence frames, visual supports, total participation techniques) *Introduce strategies to integrate ELD throughout all content areas *Help build confidence and competence in lesson delivery, differentiation, and student engagement for multilingual learners *Create safe spaces for inquiry, reflection, and professional growth. *Share resources to support English Language Learners 2. Collaborative Learning and Capacity Building for all Teachers: The coaching model will be embedded within a collaborative culture that values shared learning. Teachers will be encouraged to: *Participate in instructional rounds and PLC discussions focused on ELD *Share effective strategies, tools, and resources with colleagues *Reflect on student language data (ELPAC, formative assessments) to drive instruction and intervention planning. 3. Continued GLAD training for teachers who sign up through the district	English Learners	

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.

The goal to support English Language Learners (ELLs) was implemented as outlined in the SPSA and included key strategies such as targeted support for teachers, structured parent communication, and the integration of ELL monitoring into existing Multi-Tiered System of Supports (MTSS) during the wellness team. These efforts collectively contributed to improvements in the English Learner Performance Indicator (ELPI) moving our indicator to the Green status, suggesting incremental gains in ELL academic performance. In addition, we also reclassified more students this year than in the previous school years.

Despite this progress, data indicates that many English learners—particularly long-term English Learners (LTELs)—continue to require additional academic support to make meaningful progress toward English language proficiency and grade-level academic standards. While the foundational systems are in place, such as ELD instructional coaching and regular communication with families, further intensification of these supports is needed to accelerate growth. The strategies implemented this year have established a strong base, but ongoing refinement and expansion are important for improved outcomes.

Intervention for math was implemented for math as pull out services during the school day. In addition, reading intervention after school and as tier 2 support during the instructional day were also implemented for students, including ELLs, whose data indicates that they are in need of additional academic support.

To engage ELL voice, we included a student representative in our monthly ELAC meetings who shared her opinion on classroom learning, school activities and ideas about how to improve learning for students at Whitehead.

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

There were no significant variances between the intended implementation of this goal and the budgeted expenditures. All allocated funds were used as planned to support the outlined strategies, including intervention for students. Much of this goal is also district funding including a site-based ELS who supports both students and teachers.

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.

In response to this year's analysis, we will continue the following enhancements will be made to strengthen support for English Learners:

Focused Monitoring and Support for Long-Term English Learners (LTELs):
LTELs will be specifically monitored during regularly scheduled Wellness Team meetings to ensure timely academic interventions and increased family engagement. These students will receive targeted support in both English language development and content-area learning. (Refer to Strategy 3.2 in the SPSA.)

Ongoing Professional Development and Coaching:
Professional learning for teachers on effective ELD strategies will continue, with an emphasis on coaching support provided by the site's English Learner Specialist. Particular attention will be given to onboarding and supporting new teachers, ensuring they are equipped with tools to meet the diverse linguistic needs of their students. (See Strategy 3.3 in the SPSA.)

Integration of ELL Focus into Schoolwide Instructional Initiatives:
Although this goal is designed to specifically support ELLs, alignment with other SPSA goals will ensure that English learners benefit from broader instructional improvement efforts. For example, during Instructional Rounds and Professional Learning Community (PLC) data analysis, staff will examine ELL-specific data and collaboratively develop strategies to address their academic needs within core instruction.

These updates are reflected in the revised strategies and metrics outlined in Section 3 of the SPSA. Together, these refinements aim to provide a more comprehensive, responsive, and data-driven approach to supporting English learners in making meaningful academic progress.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

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 Youth Advisory Council meets monthly with the principal and identified a need to increase student engagement by providing input around additional activities and clubs. They also identified the need for more activities during lunch and recess time. Student engagement and authentic opportunities for a voice and choice in their education are needed. Our Leadership team also focused on students being more interested in engaging in school-wide initiatives (ie: Spirit Week).

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
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	25-26 145 /166 Student Safety Survey (87%) 28 - 5th grade students participated in the CHKS, 51% of students. 24-25 152 students in grades 3-6 participated in the Site Safety Survey created by the Youth Advisory Council, which is 80%. 15 5th graders participated in the CHKS, 30% of students.	95% of 3rd-6th grade students will complete the survey. 40% of 5th graders will participate in the CHKS in Spring 2025 (a 10% increase).
Number and percent of students by representative demographic providing input to the SPSA through focus groups	25-26 17 students are engaged in the Youth Advisory 20 students are in Leadership 24-25 18 students are engaged in the Youth Advisory 22 students are in Leadership 23-24	The Youth Advisory will meet monthly and be composed of 4 students per class in grades 4-6, representing the school's demographics. The leadership club will meet once a month or more often as needed and will be composed of students in grades 4-6. Students will be accepted into Leadership based on an application process and take approximately. 20 students who demonstrate leadership abilities.

	16 students are engaged in the YAC for the 23-24 school year. 15 students are in Leadership (there is no overlap of students)	
Number of student-led initiatives	Talent Show - 20 students participated in our annual Talent Show Protest - Upper grade students organized an anti-ice protest during lunch Student Store (SOAR Store) Improvements - Student came up with ideas to improve the student SOAR Store, create a proposal and presented it to the principal	Student create an presentation, audition, practice and then perform for their peers and families during an assembly. Student perform independently or in groups. Student DJ, tell jokes, sing or dance. Increase student-led initiatives from 3-5.
Number of student-led clubs offered	25-26 SY - 0	Add 2 student-led lunch or after school clubs each year

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Overview: To provide additional opportunities for student engagement with the goal of enriching academics, providing leadership opportunities, increasing school connectedness and celebrating student growth and success: Implementation Approach: *Provide student clubs and after-school programs based on student interest and request including art related materials for after school clubs and programing (note: this action is also funded by ELOP including teacher and staff hours) *Recognize student growth and success during monthly award assemblies including awards and certificates for character growth, perfect attendance, academic achievement *Provide Field trips (one per class annually) for students to participate in hands-on and real world experiences *Host a 6th grade dance for promoting 6th graders (funded by Boosters) *Engage students in taking ownership and leadership of the school-wide morning routine starting with Youth Advisory students but widening to other student groups	All Students	2000 Supplemental/Concentration Transportation for Field Trips 2,000 Arts and Music in Schools After School Art Supply funds 1,000 Supplemental/Concentration Copy Clicks
4.2	Overview: To provide meaningful opportunities for student leadership and to provide authentic opportunities for student voice in school-wide decision making: Implementation Approach:	All Students	2,000 Site Discretionary Leadership & Character Books for the library

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	*Host a monthly Youth Advisory Council composed of the 4 students per class in grades 4-6, representing the school's demographics to give valuable input on school-wide decision making including the SPSA and Safety Plan *Host a monthly Leadership Club of about 20 students in grades 5th & 6th that help lead school-wide activities (assemblies, spirit weeks, Teacher Appreciation efforts, Family Nights) and that provide valuable input into school-wide decision making including the SPSA and Safety Plan *Purchase library and read aloud books based on leadership and character for staff and students to use as learning and leadership development tools		
4.3	Overview: To provide meaningful opportunities for students to engage and build positive relationships with their peers during recess time and to decrease conflicts and problematic behaviors. This strategy is largely created based on feedback from student leadership groups as well as the safety survey. Implementation Approach: *Create Recess Engagement Activities with weekly rotating activities for students during lunch recess (sand toys, bubbles, chalk, card games, library club, sticky gloves, crafts, STEM Kits and activities based on student request as possible. Hire a Student Activities Coordinator.	All Students	2000 Supplemental/Concentration Recess Games & Activities
4.4	Overview: To provide incentives for PBIS / SOAR Store & Activities based on student voice and to provide positive behaviors school-wide: Implementation Approach: *Ensure a weekly opportunity for students to spend their SOAR tickets (store, treat, candy grams) *Plan a "high earners" Quarterly activity for students to use their SOAR tickets (ice cream party, etc.) *Ensure students opportunities to use their SOAR tickets during campus-wide activities (Harvest Festival, Field Day, etc.) *Use student leaders to facilitate SOAR activities - run the store, pass out treats, etc. *Materials & supplies for PBIS implementation- paper, visuals, markers, glue, etc.	All students	4229 Supplemental/Concentration Student Incentives 2,000 Site Discretionary Materials & Supplies

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.

Goal 4 was implemented with fidelity and continues to be an integral part of the school's efforts to create a positive, inclusive, and engaging campus culture. The strategies outlined in the SPSA were embedded into the daily routines of the school community, particularly through the Positive Behavioral Interventions and Supports (PBIS) framework. The school's SOAR expectations were reinforced with consistent messaging, clear behavior expectations, and student recognition through a variety of incentive programs. Our school climate scores on the California Healthy Kids Survey continue to improve and our suspension metric on the California Schools Dashboard maintains in the green.

Our Climate Team planned regular SOAR Re-sets to teach and remind students of our school-wide PBIS expectations (Safe, Open-minded, Attentive and Responsible - SOAR) hosing classroom activities and videos to address the expectations and give students opportunities to share their opinions. In addition, our morning meeting featured a daily chant reminding students daily how to SOAR and address concerns as they arose.

Student incentives tied to positive behavior, such as monthly treats and reward-based events, remained highly motivating for many students. Input from the Youth Advisory Committee helped inform improvements to these systems, including a request for more food-based incentives and a soccer club, which will be thoughtfully considered in future planning to ensure rewards remain engaging while aligning with district wellness policies.

Four of our staff members participated in the district-led Youth Development Institute and are working on better incorporating student voice into different aspects of the school for example the daily school-wide Morning Meeting.

Additionally, expanding lunchtime activities was met with enthusiasm from students and proved to be an effective way to promote positive social interactions and reduce behavior incidents during unstructured time. The addition of items such as gel pens, playdough, and other low-cost activities offered students a broader range of choices, supporting the school's inclusive and student-centered approach. One challenge we faced this school year was on-going construction from Measure Y fencing efforts and Cool School grant which required that we pivot recess activities for upper grade students due to spacing constrictions. Students shared activities that they enjoyed and could safety do during recess including card games, legos and maker-space kits.

Student voice also guided the development of extracurricular clubs. Sports clubs such as soccer and art were organized based on student interest and staff availability. These activities promoted teamwork, leadership, and a sense of belonging among participants. Looking ahead, the school plans to expand its offerings by introducing a cooking club to engage students not enrolled in the afterschool Expanded Learning Opportunities Program (ELOP), once again demonstrating a commitment to inclusivity and responsiveness to student needs.

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

There were no major differences between the planned implementation and budgeted expenditures for this goal. Funding was used as intended to support PBIS initiatives, student incentives, extracurricular activities, and materials for recess and club engagement.

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 core components of this goal will remain consistent to allow the school to continue embedding a strong, positive school climate into its culture. The following refinements and additions will enhance the goal's effectiveness:

Continued Integration with PBIS:
PBIS systems and SOAR behavior expectations will continue to anchor the school's approach to campus climate. Student incentives will be evaluated and adjusted based on feedback from students and staff to ensure they remain motivating, equitable, and sustainable. We will including additional mini "SOAR Re-sets" throughout the year and survey teachers and students as to their effectiveness. Months to really focus on are October and March where discipline tends to be the most challenging.

Field Trip Participation for All Classes:
All classes will be encouraged to plan and participate in at least one field trip during the year. These experiences provide valuable opportunities to extend learning beyond the classroom, foster real-world connections, and build positive relationships between students and staff. (Additional funds for fields trips will come from the Donations Account, Boosters and VAPA Arts Funds)

Expanded Lunchtime Activity Offerings:
In response to strong student engagement, the school will continue to increase the variety of lunchtime activities available. Additional materials and student-requested items will be provided to ensure students have meaningful and

enjoyable options during recess. The Cool Schools grant will provide additional seating and share for students to participate in these offerings. After the completion of our Cool School project, we will have a better idea of our space and new opportunities to create engaging activities for students.

Student-Driven Club Development:
Building on the success of student-requested clubs, the school will maintain a flexible and responsive approach to offering enrichment opportunities. Soccer and art clubs will continue as staffing allows, and a new cooking club will be introduced to serve students who are not enrolled in ELOP. This expansion ensures broader participation and supports equity in enrichment opportunities.

Student-Leadership Opportunities:
Students will be given opportunities to create recess clubs and also participate more in the daily Morning Routine. Books will be purchased for the library with the focus on leadership development and character qualities for both students and staff to check out to continue to develop youth leadership skills.

Student Activities Coordinator:
To co-facilitate and provide meaningful opportunities for students activities, conflict mediation and family communication we will utilize a .5 Student Activities Coordinator as parent of the Full Service Community Schools Grant.

These updates are reflected in the revised strategies and actions found in Section 4 of the SPSA. They align with the school's continued focus on fostering a safe, inclusive, and engaging environment that supports the social-emotional well-being of all students.

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	$67,859
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$168,054.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

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 Part A: Basic Grants Low-Income and Neglected	$67,159.00
Title I Part A: Parent Involvement	$700.00

Subtotal of additional federal funds included for this school: $67,859.00

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 ($)
Arts and Music in Schools	$54,620.00
Site Discretionary	$10,813.00
Supplemental/Concentration	$34,762.00

Subtotal of state or local funds included for this school: $100,195.00

Total of federal, state, and/or local funds for this school: $168,054.00

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

Expenditures by Funding Source

Funding Source	Amount
Arts and Music in Schools	54,620.00
Site Discretionary	10,813.00
Supplemental/Concentration	34,762.00
Title I Part A: Basic Grants Low-Income and Neglected	67,159.00
Title I Part A: Parent Involvement	700.00

Expenditures by Budget Reference

Budget Reference	Amount
	139,054.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	54,620.00
	Site Discretionary	10,813.00
	Supplemental/Concentration	34,762.00
	Title I Part A: Basic Grants Low-Income and Neglected	67,159.00
	Title I Part A: Parent Involvement	700.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	55,320.00
Goal 2	71,505.00
Goal 3	26,000.00
Goal 4	15,229.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Alison Evert	Principal
Samantha Gaynor	Classroom Teacher
Isabel Hernandez	Classroom Teacher
Erin Lujan	Classroom Teacher
Alejandra Sanchez	Other School Staff
Kacie Tuck	Parent or Community Member
Courtney McRae	Parent or Community Member
Kerrie Covert	Parent or Community Member
Amanda Erickson	Parent or Community Member
Cherie Trout	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Youth Advisory Student Representative

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 5/11/26.

Attested:

	Principal, Alison Evert on 5/11/2026
	SSC Chairperson, Amanda Erickson (Parent) on 5/11/2026