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School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
White Rock Elementary School	34673306033278	August 28, 2019	October 24, 2019

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Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

Our goal is to continue to assist all students moving towards proficiency in reading and math as measured by i-Ready assessments California Assessment of Student Performance and Progress (CAASPP) scores, and other local assessment measures. We have chosen to direct our effort towards supporting our evidence-based and place-based intervention programs. All students receive intervention support four or more days a week for at least 30 minutes. All classroom teachers and intervention staff participate in the effort. Title 1 and School Improvement Grant (SIG) funds support professional development and training in assessments and intervention curricula. Meadows is currently on year three of our SIG. By meeting the priorities of the SIG, there will be improvement in all areas, including dashboard measurement indicators. The four SIG priorities are as follows: 1) Develop Professional Learning Communities (PLC) centered on student achievement; 2) Provide rigorous student-centered instruction; 3) Develop and identify support that promotes social emotional practices and strategies that target students' long term behavior; and 4) Increase teacher effectiveness through peer observation and coaching. The plan for White Rock Elementary (WRE) is centered around the SIG priorities both to ensure the conditions of the grant are met and to take best advantage of the benefits to the school and district that the grant confers.

School Vision and Mission

Mission: We will create a nurturing learning environment where all students are safe and respected. The staff will provide guidance, positive encouragement, and bring Common Core knowledge to all students. This will develop critical thinking, problem solving skills, and collaborative peer relationships in order to produce lifelong learners and productive citizens in society.

Vision:
Working with parents and community members, White Rock Elementary School will provide all students with equal access to highly qualified teaching staff, research-based first instruction, and targeted interventions to develop skills needed to make a measurable and consistent growth in all academic areas.

School & Community Profile

White Rock Elementary School is a Transitional Kindergarten through 5th grade Title 1, Program Improvement site. Due to low academic growth of our students, White Rock qualified for a School Improvement Grant. For the next three years, staff will have intensive professional development that will focus on Professional Learning Committees/Impact Teams as well as target student learning through assessment and data analysis. Of our 450 students, 237 (47%) speak another language at home. 32% of our students speak Spanish. 92% of our students qualify for free and reduced lunch due to their socio-economic status. For the next year, White Rock is a Community Eligibility Provision site, which means that all students will receive free breakfast and lunch.

White Rock operates on a traditional schedule. During the first month of the 2019-20 school year, 499 students were enrolled in grades Preschool through fifth. Our largest ethnic group, 48%, is Hispanic/Latino. Significant subgroups

include Whites at 24% and African Americans at 17.64%. An Average of 80 1st through 6th grade students are enrolled in the ASES after-school program until 6:00 pm.

Through our constant review of assessment data from Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), Envision, Benchmark, i Ready and Lexia, teachers identify students who need additional academic support (or intervention). These targeted students receive intense intervention using research based and school board adopted instructional materials. Some of these interventions are provided during the school day, additional learning opportunities may be offered before or after school.

Our Title 1 Academic Coach, and Intervention teachers work with students in small groups to address gaps in concepts. They also work with teachers to plan instruction, and assist with data analysis. The School Improvement Grant (SIG) brings to our site an Assistant Principal, Marriage Family Therapist, Intervention Teacher and a site based substitute. Community members (like the Rotary, Metro Fire Station 61, Intel, Soil Born Farms, Kaiser) support our students with donations and the gift of their time.

Parents express the desire to understand their children's school experience. White Rock uses many of our resources to establish and maintain relationships with our parents through School Site Council (SSC), English Language Advisory Committee (ELAC), TItle 1 meetings, coffee with the Principal, family events, home visits, informational classes for parents, coffee with the principal and volunteer opportunities. We tailor our outreach in response to conversations that staff and administration have with parents as well as insight we receive through Site Council.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

As a Title 1 school, White Rock Elementary conducts an an annual survey with parents during the school year. This document, along with the staff school effectiveness survey provides us with information about how parents support student achievement from home, and how staff can improve our approach to working with students and families. We will look at the results and target our parent involvement efforts to address these needs.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal evaluations are completed throughout the school year per the district's evaluation process. The Principal conducts formal and informal classroom observations each trimester to evaluate and support the delivery of instruction.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

District Progress Assessments (DPA) are conducted each trimester in K-6 to monitor student progress. White Rock uses the district approved I-Ready as a diagnostic tool and instructional program for English Learner Arts (ELA) and math. The results of the DPA on IReady are used to plan instruction in the classroom and during Multi-Tiered System of Supports (MTSS) instructional blocks. This was the first year that 3rd-6th grade students took the new Smart Balanced Assessment Consortium (SBAC) California Assessment of Student Performance and Progress (CAASPP) test.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers will conduct curriculum assessments as directed by the district's adopted curriculum and assessment schedule to regularly monitor student progress. These results help teachers learn which students need before and after school interventions as well as help identify needs for targeted instruction and Multi-Tiered Support System (MTSS) SIPPS groupings.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All faculty are highly qualified and credentialed in multiple subjects.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The White Rock Principal and Assistant Principal arrange for teachers to have access to and participate in ongoing professional development on site, at district level, with the Sacramento County Office of Education (SCOE) and through our School Improvement Grant. The different staff development site topics are based on our School Improvement Grant priorities, classroom observations of teachers and students, as well as the needs identified by the teachers themselves. Professional development is incorporated through the district level as professional development days, district-facilitated instructional focus meetings, site teacher release time, site professional development provided by site-based coaches, School Improvement Grant contracts, and designated professional development at weekly staff meetings. Preschool staff also participates in district professional development days and targeted professional development with district lead teachers. SCOE also offers professional development that support local districts in improving student achievement through high-quality training for administrators, teachers, and other educators.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is based on assessment, instruction, response to intervention, targeted instruction as well as continuing the work of professional learning communities, impact teams.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District lead teachers and on-site Title 1 teachers provide ongoing instructional, data analysis and lesson support to teachers. Teachers also receive professional development from Sacramento County Office of Education and have district level opportunities for staff development. Our first and second grade teachers are to be trained in Guided Language Acquisition Design (GLAD).

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration takes place twice per month in a formal setting, besides the many times that grade levels meet to improve their instruction. This includes cross grade level collaboration. professional learning communities, training in writing, data review for improved assessment and instruction. Teachers are also released at least 5 times a year to work in grade level teams to collaborate, analyze data and realign their instruction with the assessments and standards.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The teaching staff is participating in professional development with Corwin on Impact Teams, and writing instruction. Teachers worked together to identify an essential standard in English Learner Arts (ELA)- RI 1 which is not limited to expectations for instruction in phonics, common instructional strategy language,and building stamina in reading. In addition, the staff attend professional development provided by the district and Sacramento County office of Education (SCOE).

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

White Rock Elementary School's bell schedule and instructional minutes match the state required time for subjects and grade levels.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Staff complete Benchmark lessons through at least topic 7 and follow district guidelines on Envision lessons for the year. WRE master schedule is written to include time for interventions and remediation.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The Sacramento County Office of Education conducted a Williams Act review and White Rock Elementary was in compliance for instructional materials. WRE has a mobile device ratio of 1:1.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

White Rock teachers uses SBE-adopted and standards-aligned instructional materials including Benchmark K-5 for ELA and Pearson Envision for math. In addition, teachers have been trained in the use of supplemental curriculum including, but not limited to SIPSS, LEXIA Core 5, i-Ready, Read Live

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Besides providing a regular core curriculum to all students, teachers utilize MTSS groupings. This model enables students to be grouped with other students at a similar level for reading and math instruction. Students receive instruction based on the needs of these groups. Students are also grouped by CA English Language Development Test (CELDT) levels for English Learner (EL) instruction. In addition, our site offers before and after school interventions as well as PIP, After School Education Safety (ASES), and Heritage Language School (Russian).

Evidence-based educational practices to raise student achievement

In order to create an environment that fosters learning, WRE continues to use research based instructional products such as : Core 5 LEXIA, I-Ready and SIPPS, Read Live, STAR Reading, STAR Math. All 3-6th staff are in the process of being trained in GLAD strategies to improve student engagement. The Principal, Assistant Principal (AP), and Title 1 teacher /Intervention teacher participate in a district PI school PLC that targets research-based educational practices.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents are encouraged to attend Back to School Night in order to receive materials about their child's classroom expectations. Information is also provided in the form of monthly newsletters. Parents are invited to volunteer in the classrooms. They are also provided with resources and information through parent workshops, district parent workshops, district parent summits and the summer parent academy. They also provide feedback to the school site and the district through the Title 1 Survey, participation in ELAC and SSC and bi-annual Title 1 meetings.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our school's Site Council includes parents who meet with staff to stay informed on school progress and provide input on programs and budgeting. In addition, our English Language Advisory Committee (ELAC) meets at least three times a year to discuss ways in which White Rock Elementary and the community can work together to support English Language learners in their academic growth. Parents are invited to meet with the Principal for informal discussions during our monthly coffee with Principal gatherings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to pay for the salary of our Academic Coach who works with underperforming students. These funds are also used to provide professional development opportunities to staff, purchase supplemental support curriculum, instructional supplies, increase computer/mobile device access, and subscribe to web-based technology programs. Categorical funds also pays for our Parent Coordinator who assists families in their efforts to increase their children's academic growth.

Fiscal support (EPC)

White Rock Elementary receives an annual budget from base funds, Title 1 Funds, supplemental, and local support such as Measure H funds. White Rock identifies school-wide needs and allocates funds in accordance with these identified needs. In addition to district support, site general funds, donations, and grants support us in achieving our goals.

Stakeholder Involvement

How, when, and with whom did the 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

White Rock Elementary utilized a variety of outreach efforts for input and feedback on the development of the Single Plan for Student Achievement (SPSA). Student achievement data and relevant topics, including standards, interventions, family engagement strategies, Positive Behavioral Interventions and Supports (PBIS), and suspensions were discussed at each meeting. The following is a list of committees and meeting where the SPSA, Local Accountability Plan (LCAP), and/or School Improvement Grant (SIG) were discussed:

School Site Council:

Teacher Meetings:

English Language Advisory Committee (ELAC):

District English Language Advisory Committee (DELAC):

Title 1 Meeting

Every Child By Name Meetings:

Based on feedback from stakeholders and analysis of our goals, additional emphasis will be placed on the following:
1. We will continue our targeted professional development through the School Improvement Grant to focus on improving literacy and math.
2. Community and family engagement, as well as school climate and Positive Behavioral Interventions and Supports (PBIS) will continue to be a focus.
3. Allocations for experiential learning and field trips will be increased.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
American Indian	0.9%	%	%	4	2	2
African American	13.8%	%	%	65	54	58
Asian	5.7%	%	%	27	23	29
Filipino	1.3%	%	%	6	8	4
Hispanic/Latino	40.4%	%	%	190	214	201
Pacific Islander	2.3%	%	%	11	12	14
White	28.1%	%	%	132	117	111
Multiple/No Response	6.6%	%	%	31	46	44
			Total Enrollment	470	476	463

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	2015-16	**2016-17**	**2017-18**
Kindergarten	72	77	63
Grade 1	92	63	80
Grade 2	69	93	66
Grade3	65	76	90
Grade 4	69	64	68
Grade 5	70	70	62
Grade 6	33	33	34
Total Enrollment	470		

Conclusions based on this data:

1. Over the last couple years White Rock Elementary has stayed about the same as far as student enrollment.

2. This year White Rock Elementary does not have sixth grade for the 19-20 school year.

3. We are seeing more students who speak Farsi within White Rock Elementary. Our Hispanic percentage has grown to 43%.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	223	207	189	47.4%	43.5	40.8
Fluent English Proficient (FEP)	28	4	2	6.0%	0.8	0.4
Reclassified Fluent English Proficient (RFEP)	16	40	46	6.8%	8.4	9.9

Conclusions based on this data:

1. This year the White Rock team has made a very concise effort to make sure that our students are being reclassified. There has been discussion about instructional practices with our EL students.

2. White Rock Elementary School has created an MTSS schedule where our EL students are receiving systematic instruction five days a week.

3. We have seen positive growth on our English Language Proficiency Assessments for CA (ELPAC) from students who are just beginning to students who are scoring a "2" on the ELPAC- 15% positive growth.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	72	80	92	72	77	87	72	77	87	100	96.3	94.6
Grade 4	69	66	68	68	64	67	68	64	67	98.6	97	98.5
Grade 5	71	67	59	70	65	55	69	65	55	98.6	97	93.2
Grade 6	34	34	33	34	34	33	34	34	33	100	100	100
All Grades	246	247	252	244	240	242	243	240	242	99.2	97.2	96

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2358.	2360.	2369.	0	1.30	8.05	17	15.58	14.94	25	33.77	31.03	58	49.35	45.98
Grade 4	2422.	2427.	2449.	10	12.50	17.91	18	26.56	23.88	19	12.50	25.37	53	48.44	32.84
Grade 5	2431.	2420.	2459.	1	3.08	10.91	10	16.92	30.91	36	12.31	14.55	52	67.69	43.64
Grade 6	2524.	2496.	2478.	9	5.88	6.06	41	26.47	24.24	35	41.18	33.33	15	26.47	36.36
All Grades	N/A	N/A	N/A		5.42	11.16		20.42	22.31		23.33	26.03	49	50.83	40.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	1.30	9.20	36	42.86	47.13	58	55.84	43.68
Grade 4	4	18.75	22.39	46	42.19	49.25	50	39.06	28.36
Grade 5	4	4.62	10.91	36	41.54	49.09	59	53.85	40.00
Grade 6	18	5.88	6.06	47	55.88	45.45	35	38.24	48.48
All Grades	7	7.50	12.81	40	44.17	47.93	53	48.33	39.26

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1	3.90	8.05	43	45.45	35.63	56	50.65	56.32
Grade 4	7	9.38	17.91	51	48.44	46.27	41	42.19	35.82
Grade 5	3	3.08	21.82	45	40.00	34.55	52	56.92	43.64
Grade 6	18	2.94	12.12	56	55.88	45.45	26	41.18	42.42
All Grades	6	5.00	14.46	48	46.25	39.67	47	48.75	45.87

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	7	6.49	11.49	63	62.34	56.32	31	31.17	32.18
Grade 4	9	10.94	20.90	69	50.00	68.66	22	39.06	10.45
Grade 5	4	10.77	9.09	55	46.15	58.18	41	43.08	32.73
Grade 6	18	8.82	12.12	79	76.47	66.67	3	14.71	21.21
All Grades	8	9.17	13.64	65	56.67	61.57	27	34.17	24.79

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	1	5.19	12.64	51	45.45	41.38	47	49.35	45.98
Grade 4	15	14.06	17.91	47	43.75	53.73	38	42.19	28.36
Grade 5	3	9.23	20.00	70	30.77	40.00	28	60.00	40.00
Grade 6	24	23.53	12.12	62	58.82	51.52	15	17.65	36.36
All Grades	9	11.25	15.70	57	42.92	45.87	35	45.83	38.43

Conclusions based on this data:

1. This year that showed a 2 point drop (estimate) in our ELA scores.

2. Writing still needs to be a focus standard, and this year we are making it our focus standard for our Impact Teams.

3. Strongest areas are Reading- documenting understanding of literary and non fiction text. The weakest scores are in writing, research and inquiry.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	73	80	92	73	78	92	71	78	92	100	97.5	100
Grade 4	69	66	68	68	65	67	68	65	67	98.6	98.5	98.5
Grade 5	71	67	59	69	66	58	69	66	58	97.2	98.5	98.3
Grade 6	34	34	33	34	34	33	34	34	33	100	100	100
All Grades	247	247	252	244	243	250	242	243	250	98.8	98.4	99.2

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2375.	2393.	2375.	0	5.13	3.26	21	25.64	21.74	28	25.64	20.65	51	43.59	54.35
Grade 4	2454.	2447.	2456.	10	6.15	10.45	21	29.23	22.39	43	36.92	49.25	26	27.69	17.91
Grade 5	2423.	2449.	2450.	0	4.55	8.62	3	6.06	5.17	30	33.33	34.48	67	56.06	51.72
Grade 6	2503.	2472.	2500.	3	5.88	3.03	18	8.82	30.30	53	35.29	30.30	26	50.00	36.36
All Grades	N/A	N/A	N/A	3	5.35	6.40	15	18.93	19.20	36	32.10	32.80	45	43.62	41.60

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	19.23	13.04	39	26.92	35.87	54	53.85	51.09
Grade 4	16	18.46	23.88	38	35.38	29.85	46	46.15	46.27
Grade 5	1	7.58	8.62	22	21.21	24.14	77	71.21	67.24
Grade 6	3	8.82	9.09	53	23.53	30.30	44	67.65	60.61
All Grades	7	14.40	14.40	36	27.16	30.80	57	58.44	54.80

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1	7.69	10.87	39	51.28	31.52	59	41.03	57.61
Grade 4	12	10.77	8.96	49	49.23	55.22	40	40.00	35.82
Grade 5	0	4.55	5.17	25	34.85	37.93	75	60.61	56.90
Grade 6	6	5.88	6.06	50	41.18	63.64	44	52.94	30.30
All Grades	5	7.41	8.40	39	44.86	43.60	56	47.74	48.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	8.97	4.35	63	57.69	41.30	32	33.33	54.35
Grade 4	15	10.77	14.93	49	49.23	52.24	37	40.00	32.84
Grade 5	4	1.52	6.90	26	36.36	48.28	70	62.12	44.83
Grade 6	12	11.76	9.09	68	47.06	51.52	21	41.18	39.39
All Grades	8	7.82	8.40	49	48.15	47.20	43	44.03	44.40

Conclusions based on this data:

1. This year our students went up 3 points on the CAASPP.

2. Mathematical reasoning is going to be a focus for our entire school. We are working with our intervention teachers to provide professional development in this area.

3. The number of 5th graders scoring below standard in communicating reasoning nearly doubled from 43 to 70%. Many students have difficulty expressing their mathematical reasoning.

School and Student Performance Data

ELPAC Results

Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
	2017-18 Summative Assessment Data **Number of Students and Mean Scale Scores for All Students**			
Grade K	1409.0	1410.8	1404.9	24
Grade 1	1446.6	1451.5	1441.2	40
Grade 2	1464.3	1463.9	1464.0	22
Grade 3	1481.1	1488.5	1473.3	35
Grade 4	1530.5	1536.3	1524.3	15
Grade 5	1529.2	1532.9	1524.9	15
Grade 6	*	*	*	*
All Grades				161

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	Overall Language **Number and Percentage of Students at Each Performance Level for All Students**								
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	24
Grade 1	14	35.00	12	30.00	*	*	*	*	40
Grade 2	*	*	*	*	*	*	*	*	22
Grade 3	*	*	14	40.00	*	*	*	*	35
Grade 4	*	*	*	*	*	*			15
Grade 5	*	*	*	*	*	*	*	*	15
Grade 6	*	*	*	*	*	*			*
All Grades	37	22.98	62	38.51	35	21.74	27	16.77	161

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	Oral Language **Number and Percentage of Students at Each Performance Level for All Students**								
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	24
Grade 1	20	50.00	*	*	*	*	*	*	40
Grade 2	11	50.00	*	*	*	*	*	*	22
Grade 3	13	37.14	11	31.43	*	*	*	*	35
Grade 4	*	*	*	*					15
Grade 5	*	*	*	*	*	*	*	*	15
Grade 6	*	*	*	*	*	*			*
All Grades	73	45.34	49	30.43	14	8.70	25	15.53	161

Grade Level	Written Language Number and Percentage of Students at Each Performance Level for All Students								Total Number of Students
	Level 4		Level 3		Level 2		Level 1		
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	12	50.00	*	*	24
Grade 1	11	27.50	*	*	*	*	*	*	40
Grade 2	*	*	*	*	*	*	*	*	22
Grade 3	*	*	*	*	*	*	23	65.71	35
Grade 4	*	*	*	*	*	*	*	*	15
Grade 5	*	*	*	*	*	*	*	*	15
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	24	14.91	43	26.71	48	29.81	46	28.57	161

Grade Level	Listening Domain Number and Percentage of Students by Domain Performance Level for All Students						Total Number of Students
	Well Developed		Somewhat/Moderately		Beginning		
Grade K	11	45.83	*	*	*	*	24
Grade 1	29	72.50	*	*	*	*	40
Grade 2	11	50.00	*	*	*	*	22
Grade 3	*	*	22	62.86	*	*	35
Grade 4	*	*	*	*	*	*	15
Grade 5	*	*	*	*	*	*	15
Grade 6	*	*	*	*	*	*	*
All Grades	70	43.48	69	42.86	22	13.66	161

Grade Level	Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students						Total Number of Students
	Well Developed		Somewhat/Moderately		Beginning		
Grade K	*	*	11	45.83	*	*	24
Grade 1	16	40.00	12	30.00	12	30.00	40
Grade 2	11	50.00	*	*	*	*	22
Grade 3	25	71.43	*	*	*	*	35
Grade 4	14	93.33	*	*			15
Grade 5	12	80.00	*	*	*	*	15
Grade 6	*	*	*	*			*
All Grades	88	54.66	39	24.22	34	21.12	161

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade K	*	*	16	66.67	*	*	24
Grade 1	14	35.00	13	32.50	13	32.50	40
Grade 2	*	*	*	*	*	*	22
Grade 3	*	*	*	*	26	74.29	35
Grade 4	*	*	*	*	*	*	15
Grade 5	*	*	*	*	*	*	15
Grade 6	*	*	*	*	*	*	*
All Grades	32	19.88	67	41.61	62	38.51	161

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade K	12	50.00	*	*	*	*	24
Grade 1	*	*	25	62.50	*	*	40
Grade 2	*	*	15	68.18	*	*	22
Grade 3	*	*	20	57.14	14	40.00	35
Grade 4	*	*	*	*	*	*	15
Grade 5	*	*	*	*	*	*	15
Grade 6			*	*			*
All Grades	35	21.74	93	57.76	33	20.50	161

Conclusions based on this data:

1. Writing is a definite need for our students. This is also true when it comes to our ELPAC and our EL students. They are in need of vocabulary and building the writing responses.

2. We are though showing an increase of our students who are being Reclassified Fluent English Proficient (RFEP).

3. We saw a 16% increase from level 3 to level 4.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
463	**95.0%**	**40.8%**	**0.4%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	189	40.8%
Foster Youth	2	0.4%
Homeless	31	6.7%
Socioeconomically Disadvantaged	440	95.0%
Students with Disabilities	40	8.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	58	12.5%
American Indian	2	0.4%
Asian	29	6.3%
Filipino	4	0.9%
Hispanic	201	43.4%
Two or More Races	41	8.9%
Pacific Islander	14	3.0%
White	111	24.0%

Conclusions based on this data:

1. White Rock continues to grow in population from 2017-present. Currently we have 485 students on our campus.

2. With the increased growth we are seeing an increase in refugees from Afghanistan.

3. Most of our students come from socio-economic disadvantaged homes.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

Academic Performance

English Language Arts

Yellow

Mathematics

Orange

English Learner Progress

No Performance Color

Academic Engagement

Chronic Absenteeism

Orange

Conditions & Climate

Suspension Rate

Red

Conclusions based on this data:

1. White Rock Elementary is looking very closely at our suspension rate. We are going to be giving training all of our staff to receive professional development in restorative practices. We are using our Marriage and Family Therapist (MFT) to support our students who need Tier 2 and Tier 3 support. This year we saw a major drop from 2018-present.

2. Our EL student progress increased significantly this year. White Rock grew by 10% and with the work with the Core Collaborative we will be on a upward trajectory.

3. Math needs to be a focus as well at White Rock. We only grew 3% at White Rock. We are providing professional development in Number Talks to support this focus.
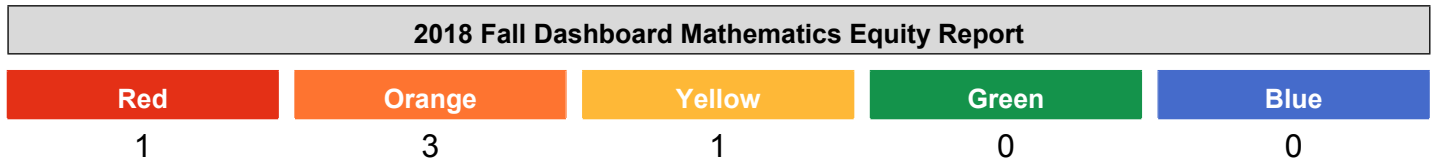
School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	4	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
45.7 points below standard	45.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 14.3 points	Increased 9.7 points	1 students
226 students	128 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
29.2 points below standard	48.1 points below standard	119.5 points below standard
Increased 45 points	Increased 12.5 points	Declined -8.2 points
17 students	213 students	40 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
61.1 points below standard	0 Students	45.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 38.1 points		14 students	2 students
26 students			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Yellow
56.9 points below standard	27.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	28.9 points below standard
Increased 10.1 points	Increased 32.9 points	8 students	Increased 6 points
104 students	17 students		53 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103.9 points below standard	20.3 points above standard	48.5 points below standard
Declined -10.2 points	Declined -7.7 points	Increased 18.8 points
68 students	60 students	95 students

Conclusions based on this data:

1. This year White Rock Elementary increase significantly in Language on the state assessments.

2. Even though we made progress with our EL students our intervention teachers are going to be working closely making sure that our EL students are making progress and being reclassified.

3. We will still have a 2 focus goals for Language Arts for our Impact Teams through The Core Collaborative (RL1,RL3). This year we are also incorporating writing as well (W1) for all of the grade levels.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	3	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
52.7 points below standard	46.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained 1.8 points	Maintained 1.8 points	
227 students	128 students	1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
42.1 points below standard	53.4 points below standard	114.4 points below standard
Increased	Maintained 2.4 points	Maintained -1.8 points
22.2 points		
17 students	214 students	40 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
92.1 points below standard	0 Students	33.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -13.1 points		14 students	2 students
27 students			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Orange
55.6 points below standard	36.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	37.7 points below standard
Increased 5.4 points	Increased 24.8 points	8 students	Declined -7.2 points
104 students	17 students		53 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
84.6 points below standard	4 points below standard	61.5 points below standard
Declined -9.2 points	Declined -13.8 points	Maintained -0.2 points
68 students	60 students	96 students

Conclusions based on this data:

1. We only made a small jump on our state assessments. 1% for total growth for mathamatics.

2. This year we are providing professional development for Number Talks as well as Numbers Base 10

3. We are going to provide after-school intervention for math this year for those students who are not meeting the standards.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
161	23%	38.5%	21.7%	16.8%

Conclusions based on this data:

1. This year we saw a jump in our EL progress (10.2% jump).

2. We are giving professional development around this area to support the teachers providing this within the classroom. We are providing instructions for all of our new-comers as well as providing the English Language Development (ELD) within the classroom.

3. All of our teachers are teaching with GLAD strategies. This is very evident when you walk in to our classrooms.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

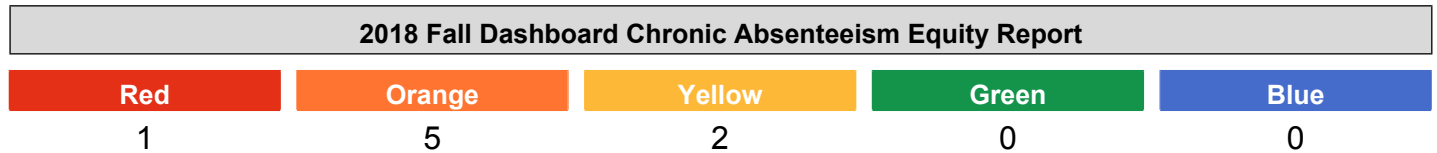**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	5	2	0	0

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
16.2% chronically absent	8.4% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.5%	Increased 1.2%	2 students
507 students	202 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Yellow
23.8% chronically absent	16.7% chronically absent	14.8% chronically absent
Declined 0.5%	Increased 1.6%	Declined 1.1%
42 students	480 students	54 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	No Performance Color	No Performance Color
32.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	3.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 7.3%	2 students	Increased 3.3%	4 students
65 students		30 students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Orange	No Performance Color	Orange
15.2% chronically absent	19.2% chronically absent	6.3% chronically absent	13.4% chronically absent
Declined 0.6%	Increased 1.8%	Increased 6.3%	Increased 4.6%
211 students	52 students	16 students	127 students

Conclusions based on this data:

1. This year we were 94% attendance rate.

2. We are 6% higher than FCUSD average (9.0%)

3. We have school initiatives to assure that chronically absent students attend school more often.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 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 or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018

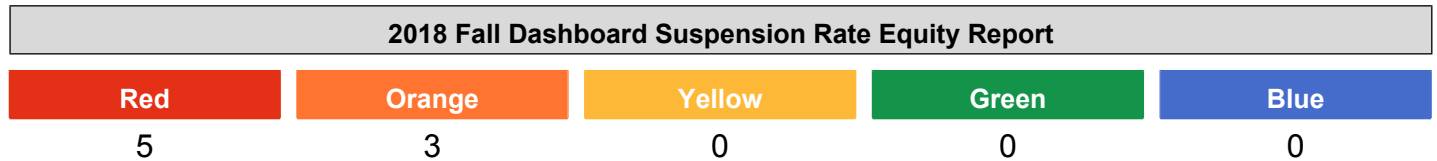**Conclusions based on this data:**

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
5	3	0	0	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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Orange	No Performance Color
7% suspended at least once	3.4% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
		2 students
Increased 0.6%	Increased 0.9%	
529 students	208 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Red	Red
7.8% suspended at least once	7.2% suspended at least once	18.6% suspended at least once
Increased 1.2%	Increased 1.5%	Increased 1.3%
51 students	501 students	59 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	No Performance Color	No Performance Color
16.7% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy 2 students	0% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy 4 students
Increased 1.8%		Declined -4.3%	
66 students		32 students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	Red	No Performance Color	Orange
3.6% suspended at least once	17.5% suspended at least once	0% suspended at least once	6.2% suspended at least once
Increased 0.3%	Increased 11.5%	Maintained 0%	Declined -2.2%
222 students	57 students	16 students	130 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
7.3% suspended at least once	6.4% suspended at least once	7% suspended at least once

Conclusions based on this data:

1. We need to provide further training for all staff for restorative practices in each and every classroom so that we are keeping our students in the school and giving them the adequate training.

2. We are utilizing our MFT to support the students that are needing support not just within the classrooms but out on the playground. We are setting up a fluid process for our MFT to see Tier 2 and Tier 3 students and he will be supporting me when we do home visits.

3. White Rock Elementary (WRE) suspended 74 students last year. We are making it a goal to cut this number in half. This will happen by incorporating the above strategies as well as concentrating giving students the necessary support to handle their emotions

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)
1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
1.2 Maintain schools in good repair.
1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

Goal 1

Focus on high quality instruction

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Credential audit	100%	maintain 100%
Williams Act facilities audit	100%	maintain 100%
Williams Act instructional materials audit	100%	maintain 100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Maintain an Academic coach and intervention staff including clerical a well as qualified substitutes and temporary subs to help close the achievement gap.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,297	Title I

	1000-1999: Certificated Personnel Salaries Academic coach as well as portion of the intervention teacher from SIG grant as well as teacher subs and support to help close the achievement gap.
575	Title I 2000-2999: Classified Personnel Salaries clerical office and IA support to help with supporting students and parents at White Rock
6,435	Title I 3000-3999: Employee Benefits Employee benefits

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Funding for supplies and material, including equipment/technology to support the closing of the achievement gap.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,570	Title I 4000-4999: Books And Supplies Materials and supplies to support student and staff to help support the closing of the achievement gap.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Interventions and online services to support the students and parents at White Rock Elementary

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,611	Title I 5800: Professional/Consulting Services And Operating Expenditures Interventions and software agreements to support in class learning as well as connecting the parents to the learning at White Rock.
	Title I 5700-5799: Transfers Of Direct Costs field trips and interventions and Special Friends
	None Specified None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

School Improvement Grant (SIG) Grant/ School improvement

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
60,131	School Improvement Grant (SIG) 1000-1999: Certificated Personnel Salaries SIG Grant ; Assistant principal, intervention teacher,
9,571	School Improvement Grant (SIG) 2000-2999: Classified Personnel Salaries

	SIG Grant ; MFT salaries
22,212	School Improvement Grant (SIG) 3000-3999: Employee Benefits SIG Grant: Benefits
3,796	School Improvement Grant (SIG) 7000-7439: Other Outgo Indirects costs

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

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

Overall everything that we had implemented this year was implemented with fidelity and rigor.

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

Form the Core Collaborative work that we are doing and giving Professional Development (PD) from the district I feel that the focus can and sometimes felt all over the place. This really was the first year with shared leadership so we are off to a good start.

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

We are keeping the course as what we have going is good just needing more time.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)
2.1 Increase student attendance rates and reduce chronic absences.
2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.
2.3 Decrease 8th grade dropout rates.
2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.
2.5 Increase family engagement and parent input and the utilization of volunteers.
2.6 Increase community partnerships that support student learning.
2.7 Increase the efficiency, timeliness and accessibility of district communications.

Goal 2

At White Rock Elementary, we will continue to increase parent and student engagement and provide a safe, healthy, and positive learning environment.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates	94.6%	96%
Suspension rate	36 students suspended	33 students suspended
parent surveys	2	2 parent surveys

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Maintain an Academic coach and intervention staff including clerical a well as qualified substitutes and temporary subs to help support PBIS, family community engagement, and interventions

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,295	Title I 1000-1999: Certificated Personnel Salaries Academic coach as well as portion of the intervention teacher from SIG grant as well as teacher subs and support PBIS, family community engagement, and interventions
575	Title I 2000-2999: Classified Personnel Salaries clerical office and IA support to help with supporting students and parents at White Rock
6,435	Title I 3000-3999: Employee Benefits Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Funding for needed supplies and material, including equipment to support the Positive Behavioral Interventions and Supports (PBIS), family community engagement, and interventions

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,419	Title I 4000-4999: Books And Supplies Materials and supplies to support student and staff to help support the PBIS, family community engagement, and interventions

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Conferences for staff to increase their capacity to help close the achievement gap for all of our students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

4.Interventions and online services to support the students and parents at White Rock Elementary

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,436	Title I 5800: Professional/Consulting Services And Operating Expenditures Interventions and software agreements to support in class and out of class learning as well as connecting the parents and students to the learning at White Rock.
6,736	Title I 5700-5799: Transfers Of Direct Costs Special Friends and field trips
150	Title I 5900: Communications Postage

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

5. SIG grant/ School Improvement Grant

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
60,131	School Improvement Grant (SIG) 1000-1999: Certificated Personnel Salaries SIG Grant: Assistant principal and intervention teacher
9,571	School Improvement Grant (SIG) 2000-2999: Classified Personnel Salaries SIG Grant: MFT salary
22,211	School Improvement Grant (SIG) 3000-3999: Employee Benefits SIG Grant: benefits
16,000	School Improvement Grant (SIG) 5000-5999: Services And Other Operating Expenditures A.S.S.I.S.T
3,796	School Improvement Grant (SIG) 7000-7439: Other Outgo Indirect costs

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

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

In 2018-19 anything that we did we used data to see if it works. We saw that we cut the suspension rate by nearly 70% We held many parent nights and they were met with excited parents and students. We also created a system in the morning for supporting not only our students but we are supporting our parents. One of the administrative team would always be out front of the school connecting with them as we have found that many our parents are either scared to come into the school or don't know what to ask for. So we have taken a step back and asked ourselves how can we meet their needs without them coming into the office. We do that by connecting with them in the morning and in the afternoon as well as biweekly connectEd messages.

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

This goal was fully implemented. One thing that we did not put down as a goal and yet was critical to this was the PBIS team and their professional development that we offered the staff throughout the year.

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

We will keep this goal with added values.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)
3.1 Provide professional development in new adoptions and local curriculum.
3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
3.3 Provide access to A-G, Career and Technical Education (CTE), International Baccalaureate (IB), Advanced Placement (AP) and Science Technology Engineering and Mathematics (STEM) courses.

Goal 3

White Rock provides staff with opportunities for professional learning to optimize classroom instruction and practices.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development	All staff is offered PD through the Core Collaborative as well as district provided professional development in reading support as well as new curriculum adoption as well as follow up support within the curriculum.	Maintain the the current professional development baseline.
EL instructional strategies	Currently all WRE teachers are GLAD trained.	Maintain the the current professional EL instructional
Access to STEM	Currently there is no STEM access at White Rock Elementary	All students will receive special training STEM provided curriculum.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Maintain an Academic coach and intervention staff including clerical a well as qualified substitutes and temporary subs to help close the achievement gap in the area of EL, Science Technology Engineering & Math (STEM) and professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,294	Title I 1000-1999: Certificated Personnel Salaries Maintail a Academic coach and intervention staff including clerical a well as qualified substitutes and temporary subs to help close the achievement gap n the area of EL, STEM and professional development.
575	Title I 2000-2999: Classified Personnel Salaries clerical office and IA support to help with supporting students and parents at White Rock
6,435	Title I 3000-3999: Employee Benefits Employee benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Funding for needed supplies and material, including equipment to support the closing of the achievement gap in the area of EL, STEM and professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,569	Title I 4000-4999: Books And Supplies Materials and supplies to support student and staff to help support the closing of the achievement gap in the area of EL, STEM and professional development.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Conferences for staff to increase their capacity to help close the achievement gap for all of our students in the area of EL, STEM and professional development.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Title I 5000-5999: Services And Other Operating Expenditures Conferences to support the academic achievement of our students in the area of EL, STEM and professional development.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Interventions and online services to support our students in the area of EL, STEM and professional development.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,435	Title I 5800: Professional/Consulting Services And Operating Expenditures Interventions and software agreements to support in class learning in the area of EL, STEM and professional development, ASSIST
734	Title I 5700-5799: Transfers Of Direct Costs Field trips

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

SIG grant/ State improvement grant

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
60,130	School Improvement Grant (SIG) 1000-1999: Certificated Personnel Salaries SIG Grant: Assistant principal, intervention salaries
9,571	School Improvement Grant (SIG) 2000-2999: Classified Personnel Salaries SIG Grant: MFT salary
22,211	School Improvement Grant (SIG) 3000-3999: Employee Benefits SIG Grant: benefits
3,796	School Improvement Grant (SIG) 7000-7439: Other Outgo Indirect costs

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

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

In 2018-19 the staff was highly trained from the Core Collaborative. Our primary grades were training in guided reading and our intermediate grades were trained in writing. We also implemented coding classes in the intermediate classes as well as them gaining knowledge in 3d and cnc machines.

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

The major differences is that the training that happened from what is happening in the classroom still needs time. I believe that the saying, "Go slow to go fast" apples yet more work is needed with our EL populations and socioeconomically disadvantaged students.

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.

45

We will be changing outcomes for our EL learners. We will be looking at and giving PD for this as we are seeing a drop in scores for CAASPP

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).
4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).
4.3 Ensure English Learners make yearly progress.
4.4 Ensure Special Education students make yearly progress.
4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.
4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

Goal 4

EL,ELA and math outcomes at White Rock Elementary Schools.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Spring 2018 CAASSP	All students will progress from their 2018 scores and our at or above grade level will increase from the 2018 scores.
i-Ready	Diag. 1 Fall 2018	All students will increase I-ready by at least one grade level in ELA and Math by the end of the school year.
ELPAC	Spring and Fall ELPAC scores	All EL students will increase their English proficiency and/or be reclassified.
ORP	Fall 2018 ORP scores	Our students will increase their ORP scores by the end of the year set by district and grade level.
SIPPS	Fall 2018 SIPPS assessment scores	Students in SIPPS groups by the end of the year will test out of their placed SIPPS groups.
Envision adopted curriculum assessments	Beginning Theme/ Topic Tests	Students will reach mastery in envision Math and Benchmark assessments.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Title 1 and intervention for SIG grant Resource Teacher/ Academic coaches(LCAP1.1,1.3,2.1,3.2,4.1,4.2,4.3), classified and certificated

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,293	Title I 1000-1999: Certificated Personnel Salaries Title 1 specialist and academic coach to help close the achievement gap, teacher subs and teacher temp hourly
575	Title I 2000-2999: Classified Personnel Salaries IA temp salaries and subs with benefits
6,435	Title I 3000-3999: Employee Benefits Employee benefits

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Funding to support the closing achievement gap in ELA, Math and EL

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,419	Title I 4000-4999: Books And Supplies Supplies and materials to help close the achievement gap for our students.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Outside of the school day support and activities

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,610	Title I 5800: Professional/Consulting Services And Operating Expenditures Other services and operating expenses
734	Title I 5700-5799: Transfers Of Direct Costs Special Friends
150	Title I 5900: Communications Postage

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

SIG/ State improvement Grant

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
60,130	School Improvement Grant (SIG) 1000-1999: Certificated Personnel Salaries SIG Grant: principal, intervention salaries
9,570	School Improvement Grant (SIG) 2000-2999: Classified Personnel Salaries SIG Grant: MFT salaries
22,211	School Improvement Grant (SIG) 3000-3999: Employee Benefits

	SIG Grant: Benefits
3,796	School Improvement Grant (SIG) 7000-7439: Other Outgo Indirect costs

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

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

This year there was a lot of time put into this goal. We saw a huge improvement in our iReady scores. All of our classes were over their yearly goals and many classes surpassed their stretch goals. We saw about a 16% increase in our ELPAC scores for the students making positive progress towards RFEP. This was due to professional development with the staff to adding PVIS strategies for students to be successful in their classrooms.

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

What we did not see if the correlation between the iReady, ELPAC, Oral Reading Passage (ORP) scores to the CAASSP scores. We will be looking very closely to see if it is the rigor of the test or is there something that we can add to our classroom lessons so that we can support our students when the test comes in April.

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

We are going to change that we are going to ensure that all of our staff gives the end of unit tests as we have found that these test support the rigor of the state test.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$580,626.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	$181,792.00

Subtotal of additional federal funds included for this school: $181,792.00

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 ($)
School Improvement Grant (SIG)	$398,834.00

Subtotal of state or local funds included for this school: $398,834.00

Total of federal, state, and/or local funds for this school: $580,626.00

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

4 Parent or Community Members

Name of Members	Role
Canen Peterson	Principal
Pam Pisciotto	Classroom Teacher
Doreen Muscott	Other School Staff
Sharron Greene	Classroom Teacher
Sharon Griffin	Classroom Teacher
Gabriela Rodriguez	Parent or Community Member
Maria Ramirez Corona	Parent or Community Member
Aurora Perez	Parent or Community Member
Tricia Jenkins	Other School Staff
Open	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.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELACMembers	Role
Tricia Jenkins	Other School Staff
Canen Peterson	Principal
Maria Corona	Parent or Community Member
Aurora Perez	Parent or Community Member
Gabriela Rodriguez	Parent or Community Member

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.
1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
   a. The school's needs assessment.
   b. The school's annual language census.
c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 9/21/2018.

Attested:

	Principal, Canen Peterson on August 28, 2019
	SSC Chairperson, Auroa Juarez on August 28, 2019

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

  A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

    1. The comprehensive needs assessment of the entire school shall:

      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

        i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

        ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

        iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

        iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

        v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

  B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

  A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

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

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

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

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

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

ELAC Meeting Agenda

1. Welcome

2. Make up of White Rock Elementary

3. The programs that we have on campus and how they support our students

4. School wide expectations and they they support learning pon our campus

5. PBIS and Climate 2.0

6. Attendance 2.0

7. School surveys

ELAC Meeting Minutes

Meeting stated at 5:05pm by Canen Peterson. He explained that this is an annual meeting and that they will go through the slides to explain more about our school. We have about 490 students with 11% African American, 46% Latino, 22% White and 8% Asian with approx 95% free and reduced lunch with 51% EL students. When the students become fluent Eniglish students then they get to go to a celebration because they worked really hard. 11% were RFEP'd last year

Programs offered:
    General Ed and Special Ed classes Preschool to 5th grade. Our Special Ed services are for students identified with Learning disabilities from mild to moderate and Moderate to severe.

Title 1 gets more funding based on the % of students qualifying for free or reduced lunch These funds pay for extra teachers like our intervention teachers. Because we do get funding we need to show adequate yearly progress on state testing. Suspension rate was high and we are working on reducing the number of students with a lot of new programs.

SIG grant- Provided additional services MFT, Assistant Principal, Intervention Teacher, "Roving substitute". We also need to improve parent involvement, attendance (striving for 96%), improve the number of students who scored proficient on state testing and district assessments(i-Ready).

School Wide Expectations for this year:
    Focus is ELA and Math, MTSS(SIPPS, Differentiated instruction, EL instruction)
    Students activity participate in school
    Students will read each night. Kinder will have book bags
    Students will master phonics

Student recognition:
    Three foundational school expectations- Be Safe, Responsible and respectful. Students are rewarded for this behavior with pony bucks, shout outs, yellow tickets etc. Students are recognized for their ability to follow these 3 B's. Character awards are showcasing the students achievements in the classroom.
RFEP recognized, I-ready recognition party

Attendance- Parents responsibility to get students to school, it is a law. We have a school Attendance Review Team to help parents get students to school. When student has 3 absences by the SARB. Cleared absence only by doctor and Independent student is more than 5 days and we need at least 5 days to get the papers together and the process starts in the office.

Need people to participate in school site council. Next week 2:45. ELAC meeting twice a year.

School Compact- a contract between the teacher, parent and student.

School Survey will go out to help us make improvements to our school.

Thank you for coming and please make sure that you signed in

Meeting adjourned at 5:28pm

ELAC Meeting-Sign in Sheet

August 28, 2019

1. Aurora Perez Ramirez (parent)
2. Paul Brunette - teacher
3. Doreen Muscott - staff
4. M. Gabriela Robles (parent)
5. Sharm Hunn - teacher
6. Monica Cab - teacher
7. Traci Jenkins - teacher
8. Rosa Castillo de Rios - parent
9. _____ - parent
10. Carolina Ramirez - parent
11. _____
12. _____

Site Council Meeting Minutes

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SSC **Meeting-Sign in Sheet**

August 28, 2019

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2. Pam Pisciotto - teacher

3. Doreen Muscott - staff

4. M. Gabriela Robles (parent)

5. Sharm Aum - teacher

6. Monica Eat - teacher

7. Thora Jenkins - teacher

8. Rosa Castillo de Rios - parent

9. _____ - parent

10. Carolina Ramirez - parent

11. _____

12. _____