



# 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	September 13, 2021	October 21, 2021

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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  
Additional Targeted Support and Improvement  
Title I Schoolwide  
Additional Targeted Support and Improvement (ATSI)

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.

The purpose of this plan is 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 efforts towards supporting our evidence-based and place-based intervention programs. All students receive intervention support four or more days a week for at least thirty minutes. All classroom teachers and intervention staff participate in the effort. Title I support professional development and training in assessments and intervention curricula. White Rock Elementary (WRE) is entering our first year following a five year School Improvement Grant (SIG) that allowed us time, tools, and personnel to focus on the following priorities: 1) Develop Professional Learning Communities (PLC) centered on student achievement; 2) Provide rigorous student-centered instruction; 3) Develop and identify supports that promote social emotional practices and strategies that help students build life long skills to be productive citizens, and 4) Increase teacher effectiveness through peer observation and coaching. WRE will continue to refine and enhance the skills and discoveries we gained throughout our work with the SIG. In addition, we will add a focus on Social Emotional Learning (SEL) to support our students' reentry into the classroom after the COVID-19 pandemic of 2019-21. A focus for WRE, in meeting the requirements of Every Student Success Act (ESSA), will be providing Social-Emotional Learning opportunities using a virtual platform and continuing to develop as a PLC to foster a cycle of progress monitoring that promotes student achievement.

## School Vision and Mission

The mission of White Rock Elementary is to create a safe and caring environment where all students can connect and grow.

The vision for White Rock Elementary is to work with all stakeholders to ensure that our learning community is an inclusive and equitable place where all students can thrive. By setting clear and high expectations that are supported by culturally responsive teaching, highly qualified staff, and rich social emotional practices, our students will develop a curiosity for the world around them and a desire to connect with others. They will exit their elementary years ready academically and socially to continue their education.

## School & Community Profile

White Rock Elementary (WRE) is located east of Sacramento along the Highway 50 corridor in the city of Rancho Cordova. WRE has a rich heritage of community pride and neighborhood charm. The campus presents an inviting landscape as it sits on the corner of Evadna and White Rock Road with its well-maintained landscape and clean aesthetic. It is complemented by the beautiful park across the street equipped with tennis and basketball courts, a large play structure, and a water park, making it a hub for our community. Located in Rancho Cordova, WRE is one of twenty-

one elementary schools in the Folsom Cordova Unified School District (FCUSD). FCUSD serves approximately 20,089 students.

WRE is a Kindergarten through fifth grade Title I and Additionally Targeted Support and Improvement (ATSI) site. Additionally, we share our property with a State and Federally funded preschool program ran through FCUSD. WRE has a very diverse population of students with 40% being English Language Learners (ELL). As of September 2021, our enrollment was 441 students in preschool through fifth grade. Our school has many different cultural groups and languages including Spanish, Russian, Armenian, Ukrainian, and Dari. Looking at our school's demographics, WRE is comprised of 49% Hispanic/Latino, 20% white, 8% African American and 13% more than two races. Due to the percentage of students who have Spanish-speaking parents, we translate all school communication into Spanish. We have an English Language Advisory Committee (ELAC) that serves our diverse population.

Our teaching staff is made up of sixteen general education teachers, three special education teachers, one Academic Coach, four Intervention Teachers, two physical education teachers, four music teachers, three Spanish speaking aides, one Russian/Armenian speaking aide, seven special education support aides and three general education support aides. Our administrative team is comprised of one full time principal and a full time assistant principal. Our hard working staff strives to provide an exceptional educational experience. We also have a Federal Preschool, and a federally funded free to parents after school program called After School Education Safety (ASES). We have a strong support staff of one school psychologist, two licensed mental health specialists, one Speech Language Pathologist (SLP), access to one Occupational Therapist, and one Behaviorist.

Learning extends beyond the core curriculum of reading, math, writing, social studies, and science. Our fourth and fifth grade students receive two times a week music instruction and all grades enjoy participating in physical education classes. WRE prides itself on the implementation of strong social-emotional learning as we are committed to teaching the FCUSD adopted Second Step curriculum along with the following evidence based programs; Responsive Classroom and Zones of Regulation. In addition, we are a Positive Behavioral Intervention School (PBIS) where we believe in explicit teaching of our 3 B's: Be Respectful, Be Responsible, Be Safe, throughout our entire school site. We believe that to be impactful educators, we must ensure our students are ready to learn through creating connectedness to their learning environment and the people within it.

We serve our student's academic needs in many ways. Utilizing the PLC approach, teachers meet regularly to review data, plan lessons, group students, determine formative/summative assessment, and isolate essential standards. Teachers have time during their teaching day and after school to complete this work. In addition, our Intervention Team, lead by our Title I Academic Coach, works cyclically to provide small group instruction in the areas of phonics, reading, math, writing, and English Language acquisition. Teachers use core curriculums: SIPPS, EnVision, Benchmark, and i-Ready to support their instruction. Through this approach, we are able to create small groups of students and target instruction for intervention. Intervention not only occurs during our school day but beyond the bell.

We are a Title I and a Community Eligibility Provision site. We qualify for this because 92% of our students qualify for free or reduced lunch. All of our students are welcome to eat breakfast before school, lunch mid-day, and those that stay for our free after school program are provided with supper.

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), ELAC, Title I meetings, coffee with the Principal, family events, home visits, informational classes for parents, and offering volunteer opportunities. We tailor our outreach in response to conversations that staff and administration have with parents, as well as insight we receive through our SSC.

# 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 I school, White Rock Elementary conducts an annual Title I 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. In addition, our fifth graders participate in the Healthy Kids Survey that provides our staff with information regarding students' connectedness to school and their current level of risk in areas of healthy choices and mental health. As a team, we review the survey results to ensure we address needs and maintain meaningful programs in order to best support our families and students.

## Classroom Observations

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

The principal and assistant principal conduct formal and informal observations of all classrooms on a yearly basis. Permanent teachers are observed every other year and probationary teachers are observed every year for the first three years. Tenured teachers are on a five year cycle at the principal's discretion. We find that our teachers are highly qualified, energetic and hard working.

## 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)

White Rock participates in all required State and District local testing.

##### State Assessments:

- CAASPP for grades 3-5 (Not implemented during the 2019-20 or 2020-21 school year due to Covid-19)
- English Language Proficiency Assessments for CA (ELPAC) that measures our English Language Learners level of English acquisition. All students who register with the identification that English is their second language will be required to take this exam until they test out, or are reclassified.

##### Local/District Assessments:

- i-Ready Diagnostic Assessment: administered three times a year in English Language Arts (ELA) and Math for K-5th grades. These assessments allow for teachers and students to monitor students for growth and identify areas of need.
- Oral Reading Passages (ORP) 1st-5th grades: used three times a year for fluency, comprehensions, and words per minute growth monitoring.
- Systematic Instruction in Phonological Awareness Phonics and Sight Words (SIPPS)
- Basic Phonics Skill Test (BPST)- as needed to identify areas of needed intervention.

Every year educators face the challenge of supporting students who lack the prerequisite knowledge and skills needed for success in a new grade level curriculum. At White Rock, we are keenly aware that Covid-19 has exasperated this problem due to the missed learning opportunities over the past eighteen months. As a staff, we are dedicated to systematic assessments that will allow us to target instruction, provide intervention, and prioritize our work to best serve our students' needs.

#### 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 and help identify needs for targeted instruction during Multi-Tiered Support System (MTSS) groupings for programs such as SIPPS, Guided Reading, and focus standard small group instruction.

## 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 the district level, and through the Sacramento County Office of Education (SCOE). This year staff development site topics are centered around SEL and PLC practices. Professional development is incorporated through the district level as professional development days, district-facilitated instructional focus meetings, site teacher release time, and site professional development provided by site-based coaches, 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 supports 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)

White Rock teachers are following the district focus on PLC implementation and are receiving training on this at the district and site level. This year approximately half of our teaching staff and the principal, will participate in the first of a two year literacy training. Language Essentials for Teachers of Reading and Spelling (LETRS) will help us diagnose and intervene with reading.

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

District lead teachers and on-site Title I 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. This year White Rock will have two leadership groups to help guide and inform decisions, the Curriculum and Instruction Team and Climate Facilitator Team. These teams will work together to identify long and short term goals to address areas of need for our teachers and students. They will provide/recommend professional development around those needs.

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

White Rock is a highly collaborative site. Formally, grade level collaborations and vertical articulation occur at our weekly staff meetings and two times a month during the school day. These collaborations center around curriculum delivery shared lesson planning and needs analysis. Informally, teachers frequently meet to share lesson ideas, problem-solve, and share ideas to help specific students. This collaboration occurs across grade levels, as well as between special education and general education teachers. Grade levels meet monthly for Response to Intervention (RtI) meetings to focus on students who are not making adequate progress. Strategies and interventions are planned, as well as data tracking and follow-up meetings.

## Teaching and Learning

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

White Rock utilizes our bimonthly PLC to assure that our curriculum is aligned and being delivered with fidelity and integrity.

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. White Rock Elementary master schedule is written to include time for interventions and remediation. In addition, grade levels share the same pacing schedule for ELA and Math to give them the opportunity to share students across the grade level by groups of re-teaching or extension during MTSS time.

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.

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, Pearson EnVision for math, Amplify for Science and TCI for Social Studies. In addition, teachers have been trained in the use of supplemental curriculum including, but not limited to SIPSS, LEXIA Core 5, i-Ready, Fountas and Pinnell Guided Reading and TCI Science. All curriculum is board adopted.

## 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 allows 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 the ELPAC levels for English Learner (EL) instruction. In addition, our site offers before and after school interventions as well as Partners in Play (PIP) and ASES.



## 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 LEXIA Core 5, I-Ready, SIPPS, Fountas and Pinnell Guided Reading, STAR Reading, and STAR Math. The principal and seven certificated employees are participating in year one of the LETRS training to boost literacy for all students at all levels.

## Parental Engagement

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

White Rock continues to find ways to increase the involvement of our parents and community. Parents are encouraged to attend a variety of special events throughout the year, such as Back to School Night, Kindergarten Orientation, Harvest Festival, Math and Science Nights, Hot Chocolate with Santa, Open House, B Street Theater student play, and our spring concerts. Our school website and e-alert system keep parents informed about important school information. All White Rock families are invited to participate in the planning, implementation, and evaluation of the Single Plan for Student Achievement (SPSA) plan. Additionally, parents are encouraged to participate in the ELAC and provide a written evaluation of programs. We also post curriculum support links, provide log-on information for Lexia and other academic support programs for use at home. We use Student Study Team (SST) meetings to help support struggling students. Teachers provide ongoing communication with parents through progress reports, newsletters, and direct contact. We will be hiring a Parent Coordinator for ten hours a week to process school volunteers and implement opportunities for parent participation. The principal communicates with families through updating the website, interactive videos, emails, and text messages.

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 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 children's academic growth.

### Fiscal support (EPC)

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

## 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

Throughout the year, White Rock involves our school community, including parents, staff, and students in developing and monitoring our school plan. The following groups continue to monitor and have input into the plan throughout the year:

Site Leadership teams(Curriculum & Instruction Team/ Climate Facilitator Team, monthly)

Academic Leadership Team (Implementation coaches, monthly)

SSC (reviews and approves the plan by September 14, 2021; monitors throughout the year)

ELAC (minimum 3 times a year)

Parent Survey (fall and spring)

Every Child by Name (ECBN) meetings three times a year  
Consultations with the Director of Categorical Programs (ongoing)  
Title I Budget development and Title I Meeting (ongoing)  
Faculty meetings (LCAP workshop and review)

## Resource Inequities

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

WRE has a long history of striving to reach all students with a holistic approach so students have the opportunity to be successful citizens. We are reflective in our practices so that we can best support our students ever changing needs. Currently, WRE has been identified as being an ATSI site as the following student groups have met the criteria for the lowest performing five percent of Title I schools for two consecutive years:

Students with disabilities continue to decline in the areas of ELA and Math. Many of our before and after school interventions are specifically directed to support our ELs and general education students. In looking at this inequity, WRE will prioritize funding for PD for our Special Education staff and general education teachers to identify and support students with disabilities. Close monitoring of progress on goals and ensuring that time spent within the Specialized Academic Instruction (SAI) classroom will be monitored. In addition, this subgroup of students is demonstrating an increase in absenteeism, therefore interventions will be put in place and attendance will be closely monitored.

In reviewing attendance data from 2018-2019, prior to the Covid-19 pandemic, chronic absenteeism was elevated for Students with Disabilities, Socioeconomically Disadvantaged, Whites, African Americans, Homeless, and Students who are two or more races. The data from 2020-2021 will also show an increase in absences, but the hardships of the pandemic can be mostly responsible for the uptick. With that said, WRE has established an attendance task force dedicated to educating themselves and our community about the importance of attendance and its long term impact on a student's life.

The conditions and climate at WRE are on an upward trajectory over the last several years. Our suspension rate has gone from red in 2018 to yellow in 2019. With that said, we will continue to direct resources and PD to support culturally responsive teaching practices, trauma informed interventions, SEL, and working towards becoming an inclusive school site. Our Climate Facilitators along with our MFT will address much of this through their site lead PD on Zones of Regulation and Responsive Classroom. In addition, classified staff such as yard supervisors will have monthly trainings on topics like de-escalation and relationship building. These efforts are to target the inequities of those subgroups that are showing progress, yet are still in the orange: African American, Hispanic, Homeless, Students with Disabilities, and those of two or more races.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0.68%	%		3	
African American	10.99%	8.84%	8.1%	50	39	33
Asian	7.69%	7.71%	7.6%	35	34	31
Filipino	0.66%	0.45%	0.5%	3	2	2
Hispanic/Latino	45.49%	45.35%	48.8%	207	200	198
Pacific Islander	3.52%	3.63%	2.7%	16	16	11
White	22.2%	21.54%	19.5%	101	95	79
Multiple/No Response	9.01%	11.34%	12.6%	41	50	51
Total Enrollment				455	441	406

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	72	80	56
Grade 1	66	66	75
Grade 2	70	66	64
Grade3	68	82	65
Grade 4	84	65	83
Grade 5	65	82	63
Grade 6	30		
Total Enrollment	455	441	406

### Conclusions based on this data:

1. In looking at enrollment the last five years our numbers and demographics remain consistent.
2. For 2021-2022 we will utilize the Attention 2 Attendance program with fidelity to monitor and intervene early in our efforts to enhance school culture and climate to increase learning.
3. It is important to note that our Hispanic/Latino population continues to grow, along with students and refugees from Afghanistan. We will continue to ensure that our resources reflect our students' needs.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	181	176	158	39.8%	39.9%	38.9%
Fluent English Proficient (FEP)	57	43	36	12.5%	9.8%	8.9%
Reclassified Fluent English Proficient (RFEP)	31	12	9	16.4%	6.6%	5.1%

### Conclusions based on this data:

1. The White Rock team has made a very concise effort to make sure that our students are being reclassified.
2. White Rock has created an MTSS schedule where our EL students are receiving systematic instruction five days a week. Additionally, we are providing a Newcomers group.
3. White Rock Elementary had a low number on reclassification Fluent Proficient (RFEP). This is because in the last two years we have had a very high number of students who have been reclassified. We have taken time to educate students and families on the benefits of RFEP and how to encourage students to take the ELPAC.

# 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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	80	92	68	77	87	68	77	87	68	96.3	94.6	100
Grade 4	66	68	88	64	67	85	64	67	85	97	98.5	96.6
Grade 5	67	59	69	65	55	69	65	55	69	97	93.2	100
Grade 6	34	33	31	34	33	31	34	33	31	100	100	100
All	247	252	256	240	242	253	240	242	253	97.2	96	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2360.	2369.	2375.	1.30	8.05	10.29	15.58	14.94	13.24	33.77	31.03	27.94	49.35	45.98	48.53
Grade 4	2427.	2449.	2436.	12.50	17.91	16.47	26.56	23.88	16.47	12.50	25.37	22.35	48.44	32.84	44.71
Grade 5	2420.	2459.	2463.	3.08	10.91	10.14	16.92	30.91	21.74	12.31	14.55	31.88	67.69	43.64	36.23
Grade 6	2496.	2478.	2510.	5.88	6.06	12.90	26.47	24.24	25.81	41.18	33.33	29.03	26.47	36.36	32.26
All Grades	N/A	N/A	N/A	5.42	11.16	12.65	20.42	22.31	18.18	23.33	26.03	27.27	50.83	40.50	41.90

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.30	9.20	10.29	42.86	47.13	39.71	55.84	43.68	50.00
Grade 4	18.75	22.39	15.29	42.19	49.25	45.88	39.06	28.36	38.82
Grade 5	4.62	10.91	14.49	41.54	49.09	44.93	53.85	40.00	40.58
Grade 6	5.88	6.06	16.13	55.88	45.45	38.71	38.24	48.48	45.16
All Grades	7.50	12.81	13.83	44.17	47.93	43.08	48.33	39.26	43.08

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.90	8.05	10.45	45.45	35.63	43.28	50.65	56.32	46.27
Grade 4	9.38	17.91	15.29	48.44	46.27	44.71	42.19	35.82	40.00
Grade 5	3.08	21.82	15.94	40.00	34.55	53.62	56.92	43.64	30.43
Grade 6	2.94	12.12	12.90	55.88	45.45	61.29	41.18	42.42	25.81
All Grades	5.00	14.46	13.89	46.25	39.67	48.81	48.75	45.87	37.30

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.49	11.49	11.76	62.34	56.32	66.18	31.17	32.18	22.06
Grade 4	10.94	20.90	16.47	50.00	68.66	65.88	39.06	10.45	17.65
Grade 5	10.77	9.09	11.59	46.15	58.18	57.97	43.08	32.73	30.43
Grade 6	8.82	12.12	12.90	76.47	66.67	54.84	14.71	21.21	32.26
All Grades	9.17	13.64	13.44	56.67	61.57	62.45	34.17	24.79	24.11

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.19	12.64	8.82	45.45	41.38	44.12	49.35	45.98	47.06
Grade 4	14.06	17.91	11.76	43.75	53.73	50.59	42.19	28.36	37.65
Grade 5	9.23	20.00	11.59	30.77	40.00	44.93	60.00	40.00	43.48
Grade 6	23.53	12.12	19.35	58.82	51.52	61.29	17.65	36.36	19.35
All Grades	11.25	15.70	11.86	42.92	45.87	48.62	45.83	38.43	39.53

**Conclusions based on this data:**

1. In 2018-2019, we had 49% of our students who measured at or near standard. This is the highest number we have seen in the last 3 years.
2. Writing still needs to be a focus standard and we will incorporate this across the curriculum and this will target what looks to be a plateau in our scores with research and inquiry.
3. Literacy must continue to be at the forefront of our minds with somewhat flat scores over the given 3 years of data. LETRs will be helpful.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	80	92	68	78	92	68	78	92	68	97.5	100	100
Grade 4	66	68	88	65	67	87	65	67	87	98.5	98.5	98.9
Grade 5	67	59	68	66	58	68	66	58	68	98.5	98.3	100
Grade 6	34	33	30	34	33	30	34	33	30	100	100	100
All	247	252	254	243	250	253	243	250	253	98.4	99.2	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2393.	2375.	2401.	5.13	3.26	13.24	25.64	21.74	13.24	25.64	20.65	29.41	43.59	54.35	44.12
Grade 4	2447.	2456.	2449.	6.15	10.45	12.64	29.23	22.39	17.24	36.92	49.25	39.08	27.69	17.91	31.03
Grade 5	2449.	2450.	2459.	4.55	8.62	7.35	6.06	5.17	16.18	33.33	34.48	27.94	56.06	51.72	48.53
Grade 6	2472.	2500.	2504.	5.88	3.03	13.33	8.82	30.30	20.00	35.29	30.30	26.67	50.00	36.36	40.00
All Grades	N/A	N/A	N/A	5.35	6.40	11.46	18.93	19.20	16.21	32.10	32.80	32.02	43.62	41.60	40.32

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.23	13.04	20.59	26.92	35.87	32.35	53.85	51.09	47.06
Grade 4	18.46	23.88	19.54	35.38	29.85	33.33	46.15	46.27	47.13
Grade 5	7.58	8.62	8.82	21.21	24.14	35.29	71.21	67.24	55.88
Grade 6	8.82	9.09	20.00	23.53	30.30	40.00	67.65	60.61	40.00
All Grades	14.40	14.40	17.00	27.16	30.80	34.39	58.44	54.80	48.62

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.69	10.87	16.18	51.28	31.52	41.18	41.03	57.61	42.65
Grade 4	10.77	8.96	14.94	49.23	55.22	39.08	40.00	35.82	45.98
Grade 5	4.55	5.17	10.29	34.85	37.93	42.65	60.61	56.90	47.06
Grade 6	5.88	6.06	10.00	41.18	63.64	46.67	52.94	30.30	43.33
All Grades	7.41	8.40	13.44	44.86	43.60	41.50	47.74	48.00	45.06

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.97	4.35	14.71	57.69	41.30	39.71	33.33	54.35	45.59
Grade 4	10.77	14.93	18.39	49.23	52.24	43.68	40.00	32.84	37.93
Grade 5	1.52	6.90	8.82	36.36	48.28	35.29	62.12	44.83	55.88
Grade 6	11.76	9.09	13.33	47.06	51.52	53.33	41.18	39.39	33.33
All Grades	7.82	8.40	14.23	48.15	47.20	41.50	44.03	44.40	44.27

**Conclusions based on this data:**

1. Overall, approximately 28% of students in grades 3-5 exceed or are at grade level in math, leaving 72% of students below grade level.
2. There have been modest gains across the mathematical areas that show students skills are improving. However, our students below standard are maintaining in communicating reasoning.
3. Prior to COVID-19 we were seeing an increase in mathematics. We know our students can achieve in math, we need to continue to make it a content focus.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1409.0	1440.8	1410.8	1454.5	1404.9	1408.3	24	32
Grade 1	1446.6	1421.6	1451.5	1432.9	1441.2	1409.8	40	28
Grade 2	1464.3	1468.8	1463.9	1469.0	1464.0	1468.1	22	34
Grade 3	1481.1	1483.8	1488.5	1489.1	1473.3	1478.0	35	20
Grade 4	1530.5	1499.5	1536.3	1494.9	1524.3	1503.6	15	35
Grade 5	1529.2	1528.2	1532.9	1528.6	1524.9	1527.4	15	22
Grade 6	*	1548.2	*	1547.5	*	1548.3	*	14
All Grades							161	185

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	12.50	*	56.25	*	25.00	*	6.25	24	32
1	35.00	3.57	30.00	32.14	*	28.57	*	35.71	40	28
2	*	8.82	*	41.18	*	32.35	*	17.65	22	34
3	*	10.00	40.00	30.00	*	50.00	*	10.00	35	20
4	*	11.43	*	42.86	*	28.57		17.14	15	35
5	*	36.36	*	27.27	*	13.64	*	22.73	15	22
6	*	35.71	*	35.71	*	14.29		14.29	*	14
All Grades	22.98	14.59	38.51	39.46	21.74	28.11	16.77	17.84	161	185

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	28.13	*	43.75	*	21.88	*	6.25	24	32
<b>1</b>	50.00	10.71	*	32.14	*	32.14	*	25.00	40	28
<b>2</b>	50.00	26.47	*	38.24	*	20.59	*	14.71	22	34
<b>3</b>	37.14	35.00	31.43	35.00	*	15.00	*	15.00	35	20
<b>4</b>	*	34.29	*	31.43		22.86		11.43	15	35
<b>5</b>	*	50.00	*	22.73	*	9.09	*	18.18	15	22
<b>6</b>	*	50.00	*	21.43	*	21.43		7.14	*	14
<b>All Grades</b>	45.34	31.35	30.43	33.51	8.70	21.08	15.53	14.05	161	185

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
<b>K</b>	45.83	28.13	*	68.75	*	3.13	24		32
<b>1</b>	72.50	39.29	*	42.86	*	17.86	40		28
<b>2</b>	50.00	29.41	*	58.82	*	11.76	22		34
<b>3</b>	*	15.00	62.86	55.00	*	30.00	35		20
<b>4</b>	*	20.00	*	62.86	*	17.14	15		35
<b>5</b>	*	22.73	*	59.09	*	18.18	15		22
<b>6</b>	*	21.43	*	64.29	*	14.29	*		14
<b>All Grades</b>	43.48	25.95	42.86	58.92	13.66	15.14	161		185

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
<b>K</b>	*	21.88	45.83	71.88	*	6.25	24		32
<b>1</b>	40.00	14.29	30.00	50.00	30.00	35.71	40		28
<b>2</b>	50.00	17.65	*	64.71	*	17.65	22		34
<b>3</b>	71.43	55.00	*	35.00	*	10.00	35		20
<b>4</b>	93.33	45.71	*	42.86		11.43	15		35
<b>5</b>	80.00	68.18	*	9.09	*	22.73	15		22
<b>6</b>	*	50.00	*	42.86		7.14	*		14
<b>All Grades</b>	54.66	35.68	24.22	48.11	21.12	16.22	161		185

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	0.00	66.67	93.75	*	6.25	24	32
<b>1</b>	35.00	3.57	32.50	46.43	32.50	50.00	40	28
<b>2</b>	*	14.71	*	52.94	*	32.35	22	34
<b>3</b>	*	0.00	*	50.00	74.29	50.00	35	20
<b>4</b>	*	2.86	*	54.29	*	42.86	15	35
<b>5</b>	*	13.64	*	59.09	*	27.27	15	22
<b>6</b>	*	14.29	*	57.14	*	28.57	*	14
<b>All Grades</b>	19.88	6.49	41.61	60.00	38.51	33.51	161	185

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	50.00	56.25	*	31.25	*	12.50	24	32
<b>1</b>	*	10.71	62.50	50.00	*	39.29	40	28
<b>2</b>	*	8.82	68.18	67.65	*	23.53	22	34
<b>3</b>	*	15.00	57.14	70.00	40.00	15.00	35	20
<b>4</b>	*	22.86	*	57.14	*	20.00	15	35
<b>5</b>	*	18.18	*	63.64	*	18.18	15	22
<b>6</b>		35.71	*	57.14		7.14	*	14
<b>All Grades</b>	21.74	23.78	57.76	55.68	20.50	20.54	161	185

**Conclusions based on this data:**

1. WRE students need more writing instruction and practice along with vocabulary building.
2. There is a continued increase of students being Reclassified Fluent English Proficient (RFEP).
3. 16% increase in students moving from level 3 to level 4.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
441	91.8	39.9	This is the percent of students whose well-being is the responsibility of a court.
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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	176	39.9
Homeless	25	5.7
Socioeconomically Disadvantaged	405	91.8
Students with Disabilities	50	11.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	39	8.8
American Indian	3	0.7
Asian	34	7.7
Filipino	2	0.5
Hispanic	200	45.4
Two or More Races	50	11.3
Pacific Islander	16	3.6
White	95	21.5

### Conclusions based on this data:

1. With the addition of two Special Day Classes (SDC) on campus, our number of students with disabilities naturally increased.
2. Our African American numbers are decreasing from previous years, While other Student groups are staying similar.
3. Most of our students come from socio-economic disadvantaged homes which has been identifies as and adverse childhood indicator.







# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Yellow		

### Conclusions based on this data:

1. White Rock Elementary staff will continue to develop our skills to maintain and/or decrease our suspension rate. As a staff we are training in restorative practices and trauma informed practices, while maintaining our PBIS program. WRE is lucky to have a Marriage Family Therapist (MFT) to support our students who need Tier 2 and Tier 3 support.
2. Our EL student progress increased significantly during this year. We will continue to provide similar supports like small group instruction to intervene.
3. Math continues to be a struggle for WRE students. During the 2019 school year there was only 3% growth. WRE staff will continue using Number Talks and utilize the updated EnVision math program.

# School and Student Performance Data

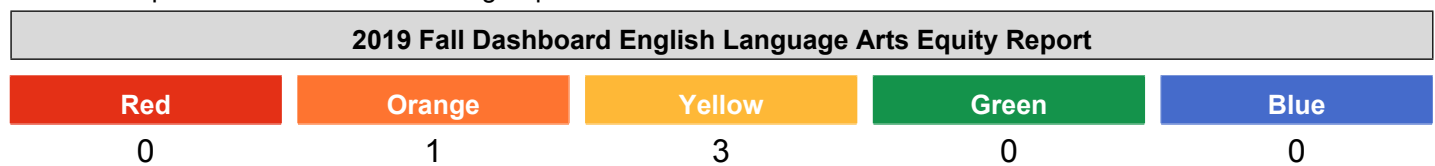
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
					
Yellow		Yellow		No Performance Color	
39.7 points below standard		42.6 points below standard		0 Students	
Increased ++6 points		Increased ++3 points			
231		130			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Yellow		No Performance Color	
24.6 points below standard		43.2 points below standard		125.3 points below standard	
Increased ++4.7 points		Increased ++4.9 points		Declined -6.2 points	
20		211		24	

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 55.5 points below standard Increased ++5.7 points 24	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 64.5 points below standard Declined Significantly -19.4 points 23	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  Yellow 33.1 points below standard Increased Significantly ++23.8 points 96	<b>Two or More Races</b>  No Performance Color 67.5 points below standard Declined Significantly -39.7 points 16	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<b>White</b>  Orange 32 points below standard Declined -3.1 points 60

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.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 89.9 points below standard Increased ++14 points 80	<b>Reclassified English Learners</b> 33.1 points above standard Increased ++12.7 points 50	<b>English Only</b> 38.2 points below standard Increased ++10.3 points 99
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#### Conclusions based on this data:

1. During 2018-2019 students increased significantly in Language.
2. Even though we made progress with our EL students, our intervention teachers are going to be working closely to ensure that EL students are making progress and being reclassified.
3. Students with Disabilities are not showing growth.



# School and Student Performance Data

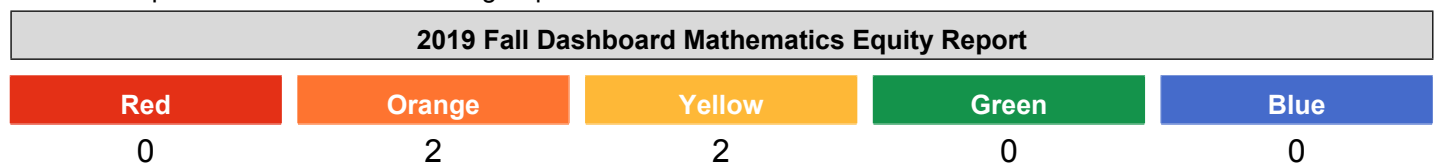
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).






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










This section provides number of student groups in each color.



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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 44.2 points below standard Increased ++8.5 points 229	<b>English Learners</b>  Orange 44.4 points below standard Maintained ++2.4 points 128	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color 32.7 points below standard Increased ++9.4 points 20	<b>Socioeconomically Disadvantaged</b>  Yellow 45.6 points below standard Increased ++7.9 points 209	<b>Students with Disabilities</b>  No Performance Color 122.7 points below standard Declined -3.5 points 24

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 54.1 points below standard Increased Significantly ++38 points 24	<b>American Indian</b>  	<b>Asian</b>  No Performance Color 60 points below standard Declined Significantly -26.4 points 23	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  Yellow 40.8 points below standard Increased ++14.8 points 96	<b>Two or More Races</b>  No Performance Color 73.6 points below standard Declined Significantly -37.4 points 16	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>White</b>  Orange 37.9 points below standard Maintained -0.2 points 60

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.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 84.3 points below standard Maintained ++0.3 points 79	<b>Reclassified English Learners</b> 20 points above standard Increased Significantly ++24 points 49	<b>English Only</b> 46.3 points below standard Increased Significantly ++15.2 points 99
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#### Conclusions based on this data:

1. We only made a small jump on our state assessments. One percent for total growth for mathematics.
2. Our Students with Disabilities are not maintaining or showing growth.
3. While White students maintained and African Americans increased significantly, white students are still 16.2 points higher, yet both student groups are significantly below standard.

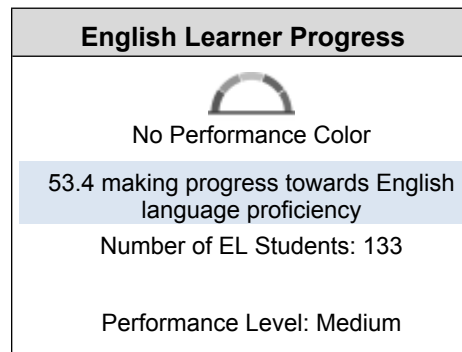
# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.7	30.8	4.5	48.8

#### Conclusions based on this data:

1. Half of our students are progressing towards English language proficiency, while half are not.
2. ELPAC data form 2020-2021 demonstrates that our EL students are showing growth, and 8 students qualify for reclassification. However, several are still maintaining. WRE will continue to publicly celebrate students who achieve reclassification and educate students and families on this accomplishment and how to achieve it.
3. With 50% of EL students not showing progress, we will need to study long term ELL and distinguish if the deficit is confounded by a learning challenge.

# School and Student Performance Data

## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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.

2019 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.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
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

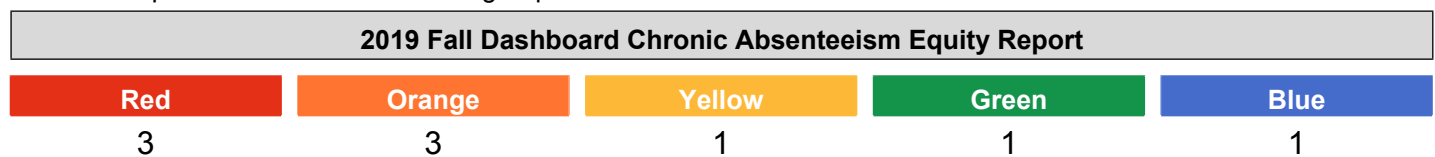
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 16.2 Maintained +0.1 505	 Green 6.4 Declined -2 203	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Red 33.9 Increased +10.1 56	 Orange 16.8 Maintained +0.1 459	 Red 21.6 Increased +6.8 51

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  Orange 26.8 Declined -5.5 56	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Asian</b>  Blue 0 Declined -3.3 36	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Hispanic</b>  Yellow 14.5 Declined -0.6 234	<b>Two or More Races</b>  Red 29.8 Increased +10.6 47	<b>Pacific Islander</b>  No Performance Color 6.3 Maintained 0 16	<b>White</b>  Orange 16.2 Increased +2.8 111

#### Conclusions based on this data:

1. WRE has too many at risk student groups in the red and yellow.
2. Across the board WRE needs to make attendance an area of focus and education.
3. Students with disabilities and homeless students are showing great increase in absenteeism.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
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This section provides number of student groups in each color.

### 2019 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.

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 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.

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

# School and Student Performance Data

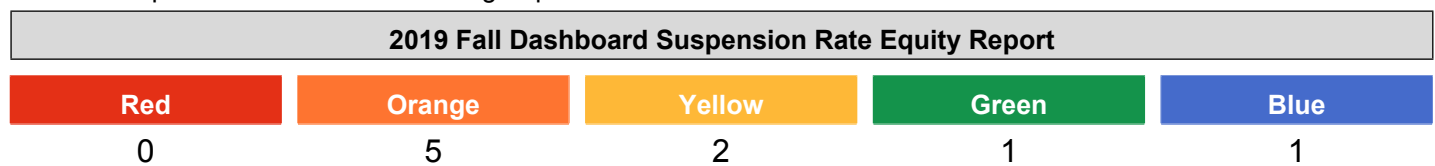
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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



This section provides number of student groups in each color.











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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Yellow 4.2 Declined Significantly -2.8 528	<b>English Learners</b>  Green 1.9 Declined Significantly -1.5 212	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Reported 2
<b>Homeless</b>  Orange 6.9 Declined -0.9 58	<b>Socioeconomically Disadvantaged</b>  Yellow 4.4 Declined Significantly -2.8 479	<b>Students with Disabilities</b>  Orange 7.7 Declined -11 52



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Orange 7 Declined -9.6 57	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 2	<b>Asian</b>  Blue 0 Maintained 0 37	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 3
<b>Hispanic</b>  Orange 3.7 Maintained +0.1 245	<b>Two or More Races</b>  Orange 10 Declined -7.5 50	<b>Pacific Islander</b>  No Performance Color 0 Maintained 0 16	<b>White</b>  Yellow 3.4 Declined -2.8 118

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7	4.2

#### Conclusions based on this data:

1. Even with the significant decline in suspensions, WRE will continue to improve our practice of providing a learning environment for students to identify and work through their emotions in a healthy and productive way. WRE staff will continue to participate in trainings that are robust in SEL to create a sense of belonging for all students.
2. Our MFT supports students within the classroom and on the playground. In addition, he connects students to mental health services beyond the bell when appropriate.
3. Even though there was a significant decline in suspensions across all student groups, African American, Hispanic, and Students of two or more races remain in the yellow.

# 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

Goal 1 - All students will receive equitable instruction from highly-qualified teachers 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 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

## Goal 1

1.1 FCUSD ensures that all teachers have a valid California credential The school site and district offer professional development for teachers to support adopted curriculum and SEL. In 2019 FCUSD started its own new teacher induction program for beginning teachers. Mentors from our own District provide the support and mentorships.

1.2 The WRE head custodian and principal will conduct a monthly facility inspection and report for the District. All needed repairs are logged as work orders on this report. Our head custodian tracks work orders cumulatively on this report.

1.3 At WRE we use District approved curriculum, such as, Benchmark, Benchmark ELD, SIPPS, enVision, TCI, and Amplify. These programs are aligned with our Common Core State Standards. In addition, we use programs that support students' social emotional needs such as Responsive Classroom, Zones of Regulation, the three Tiered PBIS, and the district adopted Second Step.

## Identified Need

1.1 Support first and second year teachers and teachers whom are new to WRE (we have 7 new teachers in 2021-22)

1.2 Continue to complete monthly facility inspections.

1.3 Create access and training for ELD Benchmark best practices

1.3 Enhance our use of Benchmark leveled readers during MTSS for grades 3rd-5th.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1.1 Creation of a monthly "On Boarding" team and assign mentors to each all new teachers to WRE.	1.1 Baseline 0/7	1.1 7/7 teachers
1.2 Monthly facility reports	1.2 Baseline 1/10	1.2 10/10 monthly reports
1.3 General education teachers will be trained in ELD materials that support Benchmark	1.3 Baseline 0/20 general education teachers	1.3 20/20 general education teachers trained in ELD materials
1.3 MTSS for Grades 3rd-5th will use leveled Benchmark readers	1.3 Baseline 0/7 classrooms	1.3 7/7 3rd-5th grade classrooms will use leveled Benchmark readers for differentiation.

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- especially EL and lower performing student subgroups

#### Strategy/Activity

Fund the Academic Coach to support across all grade levels systematic MTSS that targets achievement for all, but a laser focus on ELA for students with disabilities and math for students with disabilities, EL, and white 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)

20792

##### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Academic coach and substitute teachers subs to support instruction.

6323

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 students

#### Strategy/Activity

Funding for supplies and materials, 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)

6371

##### Source(s)

Title I  
4000-4999: Books And Supplies  
Materials and supplies to support student learning and create equal access for all students to leveled readers.

500	Title I 4000-4999: Books And Supplies Technology equipment such as headphones, mice, iPads, including funding to replace broken/outdated equipment.
375	Title I 4000-4999: Books And Supplies Purchase software to support students with reading and math

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Teachers and staff

#### Strategy/Activity

Workshops and/or online professional development to support best teaching practices for ELD instruction. Funding for BIA and IA to train and implement before and after school interventions for all students with an intentional focus on students in the following sub groups: students with disabilities, EL, white, and students of two or more races. WRE will also provide substitutes for teachers to attend the needed trainings in order receive PD for ELD instruction.

#### 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)
	Title I 5000-5999: Services And Other Operating Expenditures Conferences, workshops, online professional development. See activity 9 below
	Title I 2000-2999: Classified Personnel Salaries IA and BIA salaries to operate before and after school programs for student groups not making adequate progress. See activity 7 below
2500	Title I 1000-1999: Certificated Personnel Salaries Substitute teacher funding to allow teachers to receive PD
	Title I 3000-3999: Employee Benefits Benefits for IA, BIA, and substitute teachers

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All students, staff, and parents

**Strategy/Activity**

Funds support to assist with parent engagement activities and services that support student learning.

**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)**

1000

**Source(s)**

Title I  
2000-2999: Classified Personnel Salaries  
Fund classified staff hourly supplemental to provide support and guidance to increase parent engagement.

1125

Title I  
5000-5999: Services And Other Operating Expenditures  
Support the PIP program and Special Friends

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Access to academic field trips that support the core programs.

**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)**

250

**Source(s)**

Title I  
5800: Professional/Consulting Services And Operating Expenditures  
Operating Expenditures payment of field trip activity fees that support the core program.

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

All parents needing translation.

**Strategy/Activity**

Provide translation for parents to encourage school connection and engagement for all.

### **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)
1000	Title I 2000-2999: Classified Personnel Salaries BIA will be used to translate conferences, family meetings, documents, teacher meetings, and during after school events.
	Title I 3000-3999: Employee Benefits Benefits for staff

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

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

All students and families

#### **Strategy/Activity**

Purchase postage for Cumulative Records and communications with families.

### **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)
250	Title I 5900: Communications Purchase of postage for positive student communications and sending requests for student Cumulative records.

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

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

All student and staff, classified and certificated

#### **Strategy/Activity**

Support culturally and linguistically responsive classroom with resources; SEL Teacher training and student materials.

### **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)
2500	Title I 5000-5999: Services And Other Operating Expenditures Responsive Classroom Training, SEL, Zones of Regulation PD
625	Title I 4000-4999: Books And Supplies SEL Books
500	Title I 4000-4999: Books And Supplies Supplemental books: Guided Reading, Amplify Reading leveled readers

# Annual Review

## SPSA Year Reviewed: 2020-21

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.

Last year we focused on teaching core curriculum in ELA and math and provided virtual small group instruction for our at risk students. The greatest barriers were student engagement over the internet and students consistency attending.

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 2020-2021 school year was like none prior. The focus shifted from in person instruction to distance learning. Our team was fractured and we were not able to implement many of the components that are rooted into the Impact Team model.

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.

With the shift from hybrid and distance learning to all day in person learning, we are able to move back to small group instruction, focused MTSS groups and revisit best practices for supporting our growing EL student population.

# 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

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning and outcomes for LCAP student groups (state priority 3, 5 and 6).  
2.1 - Increase student attendance rates and reduce chronic absences for all students.  
2.2 - Increase the high school graduation rate and decrease the dropout rate.  
2.3 - Reduce student suspensions, expulsion rates, and bullying incidents.  
2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.  
2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing.  
2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

## Goal 2

2.1 Increase student attendance rate to 96%.  
2.3 Provide behavioral supports and other means to suspension through SEL.  
2.3 Utilize our Climate Facilitators to create a scope and sequence for implementing Responsive Classroom trainings.  
2.3 Implement a robust PBIS program.  
2.3 Fully investigate all allegations of bullying in a timely manner: teach social skills: teacher emotional regulation: provide opportunities for social support and counseling.  
2.3 Train yard staff on restorative practices, Zones of Regulation, and de-escalation of student behavior.  
2.4 Provide innovative ways to bring families to campus, facilitate family input into surveys, provide effective communication with the school community.  
2.4 Utilize technology to promote and increase parent input and communication.  
2.5 Continue to foster a relationship with our community partners: the City of Rancho Cordova and Shoes that Fit.  
2.5 Establish a relationship with a local non profit organization to support our school during the holidays, specifically Thanksgiving and Christmas.  
2.6 Effectively communicate with stakeholders often and in many modalities.

## Identified Need

2.1 Time for administration to review every other week attendance reports, call parents, and/or perform home visits.  
2.3 Purchase for classroom use SEL libraries that support the SEL competencies and prizes for weekly shout outs for students.  
2.3 Purchase release time for Climate Facilitators to create PD and model SEL/Responsive Classroom for site staff.  
2.3 Purchase prized for our Pony Cart to support PBIS.  
2.3 Provide support for families through administration and MFT for allegations of bullying.  
2.3 Fund training time with classified staff on school wide initiatives such as Zones of Regulation and de-escalation strategies.  
2.4 Parent Coordinator to start a social media presence via Facebook and Instagram and utilize a YouTube Channel.  
2.5 Parent Coordinator in conjunction with administration to reach out to a local non profit.  
2.6 Translations in Spanish of all communication.



## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2.1 Schedule bi-monthly attendance meetings	2.1 0/18	2.1 18/18
2.3 Purchase SEL classroom libraries to support our SEL Competency for the month along with Pony Cart and Friday Shout Out Prizes	2.3 No books or prizes have been purchased	2.3 every classroom will have 6 books to support each SEL Competency and our students will have prizes throughout the year.
2.3 Two year Scope and Sequence for Responsive Classroom implementation created and the first year completed	2.3 plan has not been fully created and implementation has started	2.3 Two year plan with year one completed.
2.3 Bullying rate and reports will decrease as a result of Administration and MFT support	2.3 zero current allegations	2.3 100% of allegations resolved
2.3 Classified staff will be able to implement ZOR	2.3 Zero classified team members are using ZOR	2.3 100% of Classified staff will be able to use ZOR to support students.
2.4 WRE will have a social media presence	2.4 Zero social media platforms are in place	2.4 WRE will be on FB and Instagram
2.5 WRE will be supported by a non-profit to supply meals during Christmas/Thanksgiving	2.5 WRE does not have an organization that currently supplies meals for holidays	2.5 Both Thanksgiving and Christmas WRE was able to provide meals for their neediest families.
2.6 All correspondence for families will be translated to Spanish.	2.6 90% of our communications are in Spanish	2.6 100% of our communications were in Spanish

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

Maintain an Academic Coach and intervention staff, clerical staff, 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)
20792	Title I 1000-1999: Certificated Personnel Salaries Academic coach supports PBIS, and family/community engagement.
6323	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 students
--------------

#### Strategy/Activity

Funding for supplies and materials, including equipment/technology to support PBIS, SEL, family-community engagement, and SEL interventions.
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### 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)
6372	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
500	Title I 4000-4999: Books And Supplies Technology equipment such as headphones, mice, iPads, including funding to replace broke/outdated equipment.
375	Title I 4000-4999: Books And Supplies Purchase software/licenses to support students with learning and understanding the SEL Competencies and ZOR

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Teachers and staff

#### Strategy/Activity

Workshops and/or online PD to support best teaching practices for SEL instruction. Funding for BIA and IA to train and implement before and after school interventions for all students with an intentional focus on students in the following sub groups: students with disabilities, EL, white, and students of two or more races. WRE will also provide substitutes for teachers/staff to attend the needed trainings for improving our culture and climate practices.

#### 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)

	Title I 5000-5999: Services And Other Operating Expenditures Conferences, workshops, online PD. See Activity 9 below.
	Title I 2000-2999: Classified Personnel Salaries IA and BIA salaries to operate before and after school programs for student groups not making adequate progress. See activity 7 below.
2500	Title I 1000-1999: Certificated Personnel Salaries Substitute teacher funding to allow teachers to receive PD
	Title I 3000-3999: Employee Benefits Benefits for IA, BIA and substitute teachers. See Activity 1.

#### Strategy/Activity 4

##### Students to be Served by this Strategy/Activity

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

All students, staff and parents

#### Strategy/Activity

Funds will assist with parent engagement activities and services that support students' SEL.

#### 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)

1000	Title I 2000-2999: Classified Personnel Salaries Fund classified staff hourly supplemental to provide support and guidance to parents in order to increase parent engagement.
1125	Title I 5000-5999: Services And Other Operating Expenditures Funding for EIP and Special Friends intervention

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Access to academic field trips that support the core programs.

### 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)

250

#### Source(s)

Title I  
5800: Professional/Consulting Services And Operating Expenditures  
Funding field trips- in person or virtual that support our core programs

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

All parent needing translation

### Strategy/Activity

Provide translation for parent to encourage school connection and engagement for all.

### 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)

1000

#### Source(s)

Title I  
2000-2999: Classified Personnel Salaries

BIA will be utilized to translate conferences, family meetings, documents, teacher meetings, SSC, ELAC and during before and after school events.

Title I  
3000-3999: Employee Benefits  
Benefits for employees. See Activity 1.

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

All students and families

### Strategy/Activity

Purchase postage for cumulative records and communication with families.

### 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)

250

#### Source(s)

Title I  
5900: Communications  
Postage for positive student communications

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

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

All students and staff

### Strategy/Activity

Support culturally and linguistically responsive classrooms with: SEL teacher training and student materials.

### 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)

2500

#### Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Responsive Classroom Training, SEL, ZOR PD

625

Title I  
4000-4999: Books And Supplies  
SEL Books

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

During the 2020-2021 school year we had to implement many changes to our programs that supported SEL and school climate due to COVID-19. During full distance learning, we were able to identify and promote characteristics that made for strong distance learning. Weekly administration would recognize students via a video shout out for their efforts. When we moved back to hybrid learning with one third of our students still in full distance learning we shifted again to be able to identify, promote and celebrate behaviors that lead to successful learning and life skills. I do believe that continuing these practices allowed students and staff to feel connected and create a sense of purpose for their overall work.

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 discrepancies were a direct reflection of our site's response to COVID-19 and the protocols we were mandated to put into place.

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.

WRE has added a focus on all staff being trained in Zones of Regulation (ZOR) and certificated staff being trained in Responsive Classrooms. These programs will support students reenter the school and classroom after eighteen months of distance learning, and or shorter weeks and days.

# 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

Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4 and 7)  
 3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.  
 3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.  
 3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.  
 3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP) and Science, Technology, Engineering and Mathematics (STEM) courses to ensure students are college and career ready.

## Goal 3

3.1 WRE will provide staff with opportunities for PD to optimize classroom instruction and practices. All PD accessed with the Title I budget will be focused on our PLC work and learning around research based techniques for improving student engagement.  
 3.2 We will function as a PLC with release time every other Friday and bi-monthly during staff meeting times.  
 3.3 PD will be provided to review EL components and techniques from Benchmark. In addition, PD will be provided around best practices for EL students and different stages of development.  
 3.4 WRE will continue to expand opportunities in STEM education through the use of our newly adopted science curriculum and Mystery Science.

## Identified Need

Increase teacher efficacy through collaboration and PD in literacy, math skills, and SEL.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All general education teachers will understand and work collaboratively using the 4 questions of PLC work to provide, monitor and intervene on student learning	8/20 teachers are able to perform at this level.	20/20 teachers can participate in a collaborative PLC utilizing the 4 main questions to direct student learning
All general education teachers will receive PD on EL instructional strategies	0/20 have been to PD in 2021-2022	20/20 General Education teachers will have attended PD to improve EL instruction
Continued use of both Amplify and Mystery Science	6/18 classrooms are implementing science on a regular basis	18/18 classrooms will teaching Science multiple times a week

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, clerical staff, and 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)

20792

#### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Maintain an Academic coach to help close the achievement gap by monitoring student growth and supporting teachers in their PLC work with an emphasis on supporting EL and professional development.

6323

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 students

### Strategy/Activity

Funding for supplies and materials, including equipment/technology to support STEM education, EL students, and SEL.

### 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)

6372

#### Source(s)

Title I  
4000-4999: Books And Supplies  
Supplies and materials



500	Title I 4000-4999: Books And Supplies Technology equipment and supplies
375	Title I 4000-4999: Books And Supplies Purchase software to support students with STEM, SEL and EL.

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All staff

#### Strategy/Activity

Workshops and/or online PD to support best teaching practices for SEL, STEM and EL instruction. Funding for BIA and IA to train and implement before and after school interventions for all students with an intentional focus on students in the following sub groups: students with disabilities, EL, white, and students of two or more races. WRE will also provide substitutes for teachers/staff to attend the needed trainings for improving our practices in these areas.

#### 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)
	Title I 5000-5999: Services And Other Operating Expenditures Conferences, workshops, online PD. See activity 9 below.
	Title I 2000-2999: Classified Personnel Salaries IA and BIA salaries to operate before and after school programs for student groups not making adequate progress. See activity 7 below.
2500	Title I 1000-1999: Certificated Personnel Salaries Substitute teacher funding to allow teachers to receive PD.
	Title I 3000-3999: Employee Benefits Benefits for IA, BIA, and substitute teachers. See activity 1 above.

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All students, staff and parents

Strategy/Activity

Funds assist with parent engagement activities and services that support student learning.

**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)

1000

Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
Funding for classified staff hourly supplemental to provide support and guidance to increase parent engagement.

1125

Title I  
5000-5999: Services And Other Operating Expenditures  
Support the EIP and Special Friends program to improve student engagement.

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Access to academic field trips.

**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)

250

Source(s)

Title I  
5800: Professional/Consulting Services And Operating Expenditures  
Payments for field trips and activity fees that support STEM, SEL and EL.

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

All parents needs translation

Strategy/Activity

Provide translation for parents to encourage school connection and engagement or all.

### **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)

1000

Title I  
2000-2999: Classified Personnel Salaries  
BIA will be used to translate.

Title I  
3000-3999: Employee Benefits  
Benefits for BIA. See activity 1 above.

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

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

All students and families

Strategy/Activity

Purchase postage for cumulative records and communications with families.

### **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)

250

Title I  
5900: Communications  
Postage t

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

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

All student and staff

Strategy/Activity

Support culturally and linguistically responsive classroom teaching with resources: SEL teacher training and student materials.

### **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)

2500	Title I 5000-5999: Services And Other Operating Expenditures Responsive Classroom, SEL, and ZOR training
625	Title I 4000-4999: Books And Supplies SEL books
500	Title I 4000-4999: Books And Supplies Supplemental books: Amplify

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

During the 2020-2021 school year we had very limited classroom time and our main focus was on ELA, writing and math. We have yet to fully implement the Amplify curriculum.

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

Students were not on campus long enough to support the intended activities.

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 be focusing greatly on student engagement and addressing our practices around teaching our EL students.

# 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

Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)

4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 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 grade level progress through access to grade level curriculum and quality first instruction.

4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.

4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment.

4.6 - Graduation rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

## Goal 4

Implementation of engaging high quality instruction for all students in all areas for the curriculum.

## Identified Need

WRE teachers will work in collaboration to develop first instruction routines and lessons that engage students. They will work to create formative assessments to closely respond to students needs for reteaching and/or enrichment. Together grade levels, along with intervention teachers, will use district and site based assessments to monitor student growth and intervene.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Diagnostic administered 3 times a year in math and ELA for grades K-5th	1/3 Math iReady Diagnostic 1/3 ELA iReady Diagnostic	3/3 Math and ELA i-Ready Diagnostics will be completed and students will have shown growth by at least one and a half grade levels.
ELPAC	Spring and Fall ELPAC scores	All EL students will increase their English proficiency and/or be reclassified.
Rtl Progress Monitoring	0/5 formal Rtl Progress Monitoring meetings throughout the year per grade level	5/5 Rtl Meetings per grade level will be completed
SIPPS	60% assessed 0% in active SIPPS small group instruction . All students in grades K-3rd will complete a SIPPS assessment with ongoing instruction and assessment.	100% assessed and 100% assigned to SIPPS instructional levels

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- with an emphasis on EL and lower performing student subgroups

#### Strategy/Activity

Fund the Academic Coach to support across all grade levels with the implementation of MTSS that targets achievement for all, but with a laser focus on ELA and math for students with disabilities, EL, and white 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)

20792

##### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Title 1 academic coach to help close the achievement gap

6323

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 students

#### Strategy/Activity

Funding for supplies and materials, 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)

6372

##### Source(s)

Title I  
4000-4999: Books And Supplies  
Materials and supplies to support student learning and create equal access or all students to leveled readers.

500

Title I

	4000-4999: Books And Supplies Technology equipment such as headphones, mice, iPads, including funding to replace broken/outdated equipment.
375	Title I 4000-4999: Books And Supplies Purchase software to support students with reading and math.

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All staff

#### Strategy/Activity

Workshops and or online PD to support best teaching practices for ELD instruction. Funding for BIA and IA to train and implement before and after school interventions for all students with an intentional focus on students in the following sub groups: students with disabilities, EL, white and students fo two or more races. WRE will also provide substitutes for teachers to attend the needed trainings in orders to receive PD for ELD instruction.

#### 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)

	Title I 5000-5999: Services And Other Operating Expenditures Conferences, workshops, online professional development. See activity 9 below.
	Title I 2000-2999: Classified Personnel Salaries IA and BIA salaries to operate before and after school programs for student groups not making adequate progress. See activity 7 below.
2500	Title I 1000-1999: Certificated Personnel Salaries Substitute teacher funding to allow teachers to receive PD.
	Title I 3000-3999: Employee Benefits Benefits for IA, BIA, and substitute teachers. See activity 1 above.

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All students, staff and parents

Strategy/Activity

Funds assist with parent engagement activities and services that support student learning.

### **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)

1000

Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
Fund classified staff hourly supplemental to provide support and guidance to increase parent engagement

1125

Title I  
5000-5999: Services And Other Operating Expenditures  
Support the EIP and Special Friends program

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Access to academic field trips that support the core programs.

### **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)

250

Source(s)

Title I  
5800: Professional/Consulting Services And Operating Expenditures  
Operating expenditures payment of field trips and activity fees that support the core programs and enhance student learning

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

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

All parents needing translation.



### Strategy/Activity

Provide translation for parents to encourage school connection and engagement for all.

### 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)

1000

#### Source(s)

Title I

2000-2999: Classified Personnel Salaries  
BIA will be used to translate conferences, family meetings, documents, teacher meetings, and during after school events.

Title I

3000-3999: Employee Benefits  
Benefits for staff. See activity 1 above.

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

All students and families

### Strategy/Activity

Purchase postage for Cumulative Records and communications with families.

### 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)

250

#### Source(s)

Title I

5900: Communications  
Postage

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

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

All students and staff

### Strategy/Activity

Support culturally and linguistically responsive classrooms with resources: SEL teacher training and student materials.

### 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)
2500	Title I 5000-5999: Services And Other Operating Expenditures Responsive Classroom Training, SEL, ZOR PD
625	Title I 4000-4999: Books And Supplies SEL Books
500	Title I 4000-4999: Books And Supplies Supplemental books: guided reading, leveled readers

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

2020-2021 school year was taught through distance learning until November and then one third of our students were on campus four days a week for only two and a half hours. Instruction was mainly on ELA and Math. Many students who fall into our most at risk subgroups remained on full distance learning and struggled to attend.

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

We were not able to utilize small group instruction in person and had to shift to online small groups phonics first instruction. In addition, teachers and students were required to wear masks which made teaching reading even more complex. Our staff did their best to provide small group instruction on a daily basis, but attendance was a great barrier.

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 have shifted back to all day in person instruction five days a week. We are able to move back to small group instruction, focused MTSS groups and revisited best practices for supporting our EL and students with disabilities.

# 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	\$176,447.00

## 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	\$176,447.00

Subtotal of additional federal funds included for this school: \$176,447.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$176,447.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Kimberly Christerson	Principal
Sara McMinn	Classroom Teacher
Delia Seranto	Other School Staff
Karen Peterson	Classroom Teacher
Sharon Griffin	Classroom Teacher
Shelley Perry	Parent or Community Member
Atefa Hashimi	Parent or Community Member
Erika Urbaez	Parent or Community Member
Araceli Sandoval	Parent or Community Member
Rosa Castillo	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
Kimberly Christierson	Principal
Neredia Cabrera	Other School Staff
Lyudmila Pechonchyk	Parent or Community Member
Monica Marquez	Parent or Community Member
Muzhda Ahmadi	Parent or Community Member
Atefa Hashimi	Parent or Community Member
Araceli Sandoval	Parent or Community Member
Clementin Contreras	Parent or Community Member
Delia Serano	Other School Staff

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 9/13/2021.

Attested:



Principal, Kimberly Christerson on September 13, 2021



SSC Chairperson, Rosa Castillo on September 13, 2021

# 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.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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](mailto: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](mailto: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](mailto: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 as 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.

- 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](mailto: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/guidanceusesinvestment.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/guidanceusesinvestment.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

## SPSA GOALS WORKSHEET

Est. Last year budget

# **White Rock ELAC Meeting**

## **(English Learner Advisory Committee)**

**August 24, 2021**

**3-4pm via Zoom**

Join Zoom Meeting

<https://fcusd-edu.zoom.us/j/91223015358>

Meeting ID: 912 2301 5358

### **AGENDA**

- **Welcome/Introductions**
- **ELPAC updates**
- **Reclassification**
- **Independent Study**
- **What is DELAC/Select DELAC rep**
- **Questions/Concerns for next meeting**
- **Next meeting 8/31/21**

## ELAC Meeting Notes August 24, 2021

### Attendance:

Kim Christerson, Principal	Nereida Cabrara, A.Principal
Tricia Jenkins, Title 1 Teacher	Karen Peterson, Teacher
Monica Marquez, Parent	Muzhdah Ahmadi, Parent
Atefa Hashimi, Parent	Araceli Sandoval, Parent

Welcome and Introductions- K. Christerson, Principal

Review of the ELACs advisory role- K. Christerson,Principal

What is the ELPAC0- T.Jenkins, Title 1 Teacher

What is RFEP and how- T.Jenkins, Title 1 Teacher

Attendance during COVID and QIS explanation- K. Christerson, Principal

What is the DLAC- T.Jenkins, Title 1 Teacher

Vote for site DLAC Representative- K. Christerson, Principal

Monica Marquez was voted as DLAC Representative

Open discussion about parent involvement in these meetings

White Rock  
ELAC Meeting SIGN-IN  
Date: 8/24/2021

Date: 8/24/2021

A cartoon illustration of a mailman riding a brown horse. The mailman is wearing a blue hat, a light blue shirt, and blue pants. He is holding a green mailbag with a white envelope sticking out of it. The horse is galloping to the right. The background is white.

[illegible]

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# White Rock

# ELAC Meeting SIGN-IN

Date: 9/13/2021



Held via Zoom, no in person signatures

[illegible]



# White Rock

# ELAC Meeting SIGN-IN

Date: 9/8/2021



Held via Zoom, no in person signatures

[illegible]

# WHITE ROCK- HOME OF THE PONY EXPRESS



## **Agenda**

**2nd-SSC 3rd-ELAC**

**September 13, 2021 3PM- Held via Zoom**

## **Join Zoom Meeting**

**<https://fcusd-edu.zoom.us/j/99368860022>**

- **Welcome/Introductions/Establish Quorum**
- **Approval of minutes from 9/8/2021**
- **ELAC and SSC feedback on SPSA**
- **Adjustments made to SPSA**
- **SSC vote to adopt 2021-22 SPSA**
- **Adjourn Meeting**

# WHITE ROCK- HOME OF THE PONY EXPRESS



## Agenda

### First SSC

### Second ELAC

September 8, 2021 3PM- Held via Zoom

<https://fcusd-edu.zoom.us/j/94080885223>

- Welcome/Introductions/Establish Quorum
- What is ELAC and SSC?
- Vote to merge ELAC with SSC
- Nominate and vote on SSC Officers
- Share Results of Needs Assessment
- WRE Goals and Title 1 Budget
- Parent feedback on SPSA
- Next Meeting is September
- Adjourn Meeting

## **SSC/ELAC Meeting minutes for September 13, 2021**

The meeting was called to order by Principal, Kimberly Christierson at 3:11 pm, held via Zoom, at White Rock Elementary.

Attended:

SSC

Kimberly Christierson, Principal  
Sara McMinn, Intervention Teacher, secretary  
Delia Serrano, BIA, translator  
Atefa Hashimi, Parent  
Erika Urbuez, Parent  
Sharon Griffin, Teacher  
Karen Peterson, Teacher

ELAC

Tricia Jenkins, Academic Coach  
Nereida Cabrera, Assistant Principal  
Lyudmila Pechonchyk, parent

### Previous Agenda & Minutes Reviewed

Motion to approve: Sharon,  
2nd: Erika  
All in favor

### SPSA

Question/Discussion lead by Principal Christierson  
Motioned to approve: Sara  
2nd: Sharon  
All in favor

Adjourned at 3:18 pm  
Next meeting in December

Minutes Prepared by Sara McMinn

## SSC/ELAC Meeting minutes for September 8, 2021

The meeting was called to order by Principal, Kimberly Christerson at 3:00 pm, held via Zoom, at White Rock Elementary.

Attended:

SSC

Kimberly Christerson, Principal  
Karen Peterson, teacher  
Sara McMinn, Intervention Teacher, secretary  
Araceli Sandoval, Parent  
Delia Serrano, BIA, translator  
Erika Urbuez, Parent  
Shelley Perry, Parent  
Rosa Rios-Castillo, Parent, Chairperson  
Sharon Griffin, Teacher

ELAC

Clementina Contrera, Parent  
Tricia Jenkins, Academic Coach  
Monica Marquez, Parent  
Nereida Cabrera, Assistant Principal

- Kim moved to nominate Sara McMinn as Secretary  
Sharon 2nd the motion  
Shelley agreed
- Kim moved to nominate Rosa Castillo as Chairperson  
Sharon 2nd the motion  
Shelley agreed
- ELAC vote to merge with SSC  
All in attendance voted to merge
- SSC vote to take on duties of ELAC  
All in attendance voted in favor
- Kim Presentation:  
WRE Plan for Student Achievement, 4 Goals
- Monica discuss more parents attending
- Sara motion to adjourn meeting at 3:54 PM  
Shelley 2nd

Adjourned 3:54 pm

Next meeting 9/13/21 @ 3:00

Minutes Prepared by Nereida Cabrera and Sara McMinn

White Rock  
SSC Meeting SIGN-IN  
Date: 9/13/2021

Date: 9/13/2021

A cartoon illustration of a mailman riding a brown horse. The mailman is wearing a blue hat, a light blue shirt, and blue pants. He is holding a green mailbag with a white envelope sticking out of it. The horse is galloping to the right. The background is white.

[illegible]

White Rock  
SSC Meeting SIGN-IN  
Date: 9/8/2021

Date: 9/8/2021

A cartoon illustration of a mailman riding a brown horse. The mailman is wearing a blue hat, a light blue shirt, and blue pants. He is holding a green mailbag with a white envelope sticking out of it. The horse is galloping to the right. The background is white.

[illegible]

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