



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	School Site Council (SSC) Approval Date	Local Board Approval Date
White Rock Elementary School	34673306033278	August 31, 2022	October 20, 2022

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Purpose and Description	4
School Vision and Mission	4
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	5
Classroom Observations	5
Analysis of Current Instructional Program.....	5
Educational Partner Involvement	10
Resource Inequities	10
School and Student Performance Data	12
Student Enrollment.....	12
CAASPP Results.....	14
ELPAC Results	19
Student Population.....	23
Overall Performance	25
Academic Performance	26
Academic Engagement	37
Conditions & Climate.....	40
Goals, Strategies, & Proposed Expenditures.....	42
Goal 1.....	42
Goal 2.....	51
Goal 3.....	60
Goal 4.....	67
Budget Summary	74
Budget Summary	74
Other Federal, State, and Local Funds	74
Budgeted Funds and Expenditures in this Plan	75
Funds Budgeted to the School by Funding Source.....	75
Expenditures by Funding Source	75
Expenditures by Budget Reference	75
Expenditures by Budget Reference and Funding Source	75
Expenditures by Goal.....	76
School Site Council Membership	77
English Learner Advisory Committee (ELAC).....	78

Recommendations and Assurances79

Instructions.....80

 Instructions: Linked Table of Contents80

 Purpose and Description81

 Educational Partner Involvement81

 Resource Inequities81

Goals, Strategies, Expenditures, & Annual Review82

 Annual Review83

 Budget Summary84

 Appendix A: Plan Requirements86

 Appendix B:89

 Appendix C: Select State and Federal Programs91

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
Comprehensive Support and Improvement
Targeted Support and Improvement
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 Renaissance assessments, California Assessment of Student Performance and Progress (CAASPP) scores, and other local assessment measures. We have chosen to direct our efforts toward 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 continuing the further implementation of Professional Learning Communities (PLC) to focus on the following priorities: 1) Develop PLC with a focus on student achievement; 2) Provide rigorous student-centered first 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. We will continue our focus on Social Emotional Learning (SEL) to support our students with authentic engagement in the classroom and improve overall attendance. All of these efforts at WRE serve to meet the requirements of Every Student Success Act (ESSA).

School Vision and Mission

Our purpose is to provide a safe and engaging school climate by building positive relationships where our students thrive in academics and building social skills.

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.

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, WRE 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 which provides our staff with information regarding students' connectedness to school and their current level of risk in areas of healthy choices and mental health. During the 2021-2022 school year, Folsom Cordova Unified School District (FCUSD) added a survey through Panorama that links to Powerschool data. Here we are able to look at the whole child from attendance, behavior incidents, and the student's/teachers' perception of their mental health and connectedness to their education. As a team, we review these survey results to ensure we are addressing students' 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 observed on a five year cycle at the principal's discretion. Observations are used as a positive means to support teachers throughout the year. We find that our teachers are highly qualified 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
- English Language Proficiency Assessments for California (ELPAC) 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:

- Renaissance 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.
- Phonological Awareness Screening Test (PAST)- is based on the work of Dr. David Kilpatrick. This screener will identify the precise instruction needed to fill language gaps for students not responding to other interventions or showing growth.

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 during the 2019-2020, and 2020-2021 school years, and much chronic absenteeism during the 2021-2022 school year. 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 identify students who would benefit from additional interventions outside of the school day. This data is also used to identify areas of need 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 PD on site, at the district level, and through the Sacramento County Office of Education (SCOE). This year WRE will focus our learning on SEL, Student Engagement, and PLC practices. Professional development is incorporated through the district level as PD days, district-facilitated instructional focus meetings, site teacher release time, site PD provided by site-based coaches, and designated PD at weekly staff meetings. SCOE also offers PD 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. WRE has several teachers in the process of either starting or completing a two year program to improve our literacy practices. The Language Essentials for Teachers of Reading and Spelling (LETRS) program will help us diagnose and intervene with reading. During the 2021-2022 school year eight credentialed teachers and the principal completed year one. This year, eight more teachers are entering year one of the LETRS program. In November, ten staff members who serve on WREs Guiding Coalition will be attending a three day training by Solution Tree, the leader of PLC for education. What we learn at the conference will enhance our work for student achievement.

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 data analysis and lesson support to classroom teachers. Teachers also receive professional development from SCOE and have district level opportunities for staff development. WRE has a Guiding Coalition to help guide and inform decisions. This team is dedicated to growing professionally, being positive influencers, and making decisions that are student centered. WRE also has a Climate and Culture Team that focuses on SEL, and Positive Behavior Intervention Supports (PBIS). 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 during our Common Planning Time (CPT). Teams collaborate on 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 CPT 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)

WRE 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 (ELA) lessons through at least topic 7 and follow district guidelines on EnVision (math) lessons for the year. WRE's master schedule is written to include time for interventions. 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 grouping for re-teaching or extension during MTSS time. The master schedule is carefully planned out to ensure that each classroom and grade level has access to intervention support during MTSS to allow for small group instruction.

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

SCOE conducted a Williams Act review and WRE 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 2020 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 SIPPS, LEXIA Core 5, Renaissance, Step Up to Writing, and Mystery 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 their ELPAC levels for English Learner (EL) instruction. In addition, our site offers after school interventions as well as Partners in Play (PIP), Special Friends, access to an on-site Mental Health Specialist (MHS), four intervention teachers, and Extended Learning Opportunities (ELO).

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, SIPPS, Step Up to Writing, and this year we are introducing Renaissance. The principal and 13 certificated employees are participating in LETRS training to boost literacy for all students, at all levels. As a site, we are participating in ongoing PD for PLC improvement. In addition, we are dedicated to the whole child through the continued adoption of Responsive Classroom practices schoolwide.

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, Facebook group, and Blackboard Mass Notifications keep parents informed about important school information. All White Rock families are invited to participate in the planning, implementation, and evaluation of the SPSA. Additionally, parents are encouraged to participate in the ELAC and provide a written evaluation of programs. We also post curriculum support links and provide login information for Lexia and other academic support programs for use at home. We use Student Study Team (SST) meetings to help support struggling students with academics and behavior. Teachers provide ongoing communication with parents through progress reports, newsletters, and direct contact. We employ 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, Facebook posts, emails, and text messages. WRE continues its partnership with Shoes That Fit, providing shoes and jackets to students in need at Christmas time. In addition, we have been able to maintain clothes and a shoe closet that is mainly stocked by donations from local companies such as Tulus International and the Assistance League. Blessings in a Backpack provides snacks for students to take home on the weekend for families who are food insecure. In 2022-2023 WRE will begin the process of becoming a Community School Site. Through this program, WRE will become a hub of support for our community, offering many interventions and resources for the entire family.

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 WRE 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 and provides coaching for teachers. These funds are also used to provide PD opportunities to staff, purchase supplemental support curriculum, and instructional supplies, increase computer/mobile device access, provide enrichment opportunities, and subscribe to web-based technology programs. Categorical funds also pay for our Parent Coordinator who assists families in their efforts to increase their child'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. WRE 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.

Educational Partner 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:

Guiding Coalition

Climate and Culture Team

PLC Facilitators (Implementation coaches, monthly)

SSC (reviews and approves the plan by September 14, 2022; monitors throughout the year)

ELAC (minimum 3 times a year)

Parent Survey (fall and spring)

Student Council

Intervention Team

Every Student by Name (ESBN) 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 2021-2022 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 staff 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. However, with the return to school

from distance learning, we did see a slight increase in suspensions in 2021-2022. 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 MHS will address much of this through their site lead PD on Zones of Regulation (ZOR) and Responsive Classroom. In addition, classified staff such as yard supervisors will have monthly training 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 By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.68%	%	%	3		
African American	8.84%	8.1%	6.27%	39	33	26
Asian	7.71%	7.6%	6.99%	34	31	29
Filipino	0.45%	0.5%	%	2	2	
Hispanic/Latino	45.35%	48.8%	52.53%	200	198	218
Pacific Islander	3.63%	2.7%	4.10%	16	11	17
White	21.54%	19.5%	19.04%	95	79	79
Multiple/No Response	11.34%	12.6%	11.08%	50	51	46
Total Enrollment				441	406	415

Student Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	80	56	72
Grade 1	66	75	59
Grade 2	66	64	76
Grade3	82	65	67
Grade 4	65	83	71
Grade 5	82	63	70
Total Enrollment	441	406	415

Conclusions based on this data:

1. In looking at enrollment over the last three years our numbers and demographics remain consistent with the exception that we are seeing a slight increase in Hispanic/Latino student enrollment and slight decrease in African American student enrollment for the 2021-2022 school year.
2. For 2022-2023 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 and Ukraine. 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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	176	158	174	39.9%	38.90%	41.9%
Fluent English Proficient (FEP)	43	36	33	9.8%	8.90%	8.0%
Reclassified Fluent English Proficient (RFEP)	12	9		6.6%	2.20%	

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, however Covid-19 protocols limited us to pull small groups for most of the school year which impeded our normal interventions making a negative impact on EL student achievement.
2. White Rock has created an MTSS schedule where our EL students are receiving systematic instruction five days a week. However, last year we were unable to mix students from different classrooms for small group instruction and that did not benefit student growth. We are hopeful that 2022-2023 will allow students to be grouped by need.
3. White Rock Elementary had a low number on reclassification Fluent Proficient (RFEP). Covid-19 has made a negative impact on our EL progress with less exposure to English and instruction. We have taken time to educate students and families on the benefits of RFEP. In addition, we are teaching students strategies on how to be successful while taking 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	68	63	69	68	0	64	68	0	64	100	0.0	92.8
Grade 4	88	77	74	85	0	70	85	0	70	96.6	0.0	94.6
Grade 5	69	62	71	69	0	71	69	0	71	100	0.0	100.0
Grade 6	31			31			31			100		
All Grades	256	202	214	253	0	205	253	0	205	98.8	0.0	95.8

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2375.		2348.	10.29		3.13	13.24		14.06	27.94		23.44	48.53		59.38
Grade 4	2436.		2380.	16.47		8.57	16.47		11.43	22.35		11.43	44.71		68.57
Grade 5	2463.		2447.	10.14		9.86	21.74		18.31	31.88		21.13	36.23		50.70
Grade 6	2510.			12.90			25.81			29.03			32.26		
All Grades	N/A	N/A	N/A	12.65		7.32	18.18		14.63	27.27		18.54	41.90		59.51

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.29		3.13	39.71		57.81	50.00		39.06
Grade 4	15.29		5.71	45.88		48.57	38.82		45.71
Grade 5	14.49		8.45	44.93		64.79	40.58		26.76
Grade 6	16.13			38.71			45.16		
All Grades	13.83		5.85	43.08		57.07	43.08		37.07

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.45		3.13	43.28		35.94	46.27		60.94
Grade 4	15.29		2.86	44.71		42.86	40.00		54.29
Grade 5	15.94		7.04	53.62		45.07	30.43		47.89
Grade 6	12.90			61.29			25.81		
All Grades	13.89		4.39	48.81		41.46	37.30		54.15

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	11.76		4.69	66.18		70.31	22.06		25.00
Grade 4	16.47		7.14	65.88		67.14	17.65		25.71
Grade 5	11.59		9.86	57.97		69.01	30.43		21.13
Grade 6	12.90			54.84			32.26		
All Grades	13.44		7.32	62.45		68.78	24.11		23.90

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8.82		3.13	44.12		51.56	47.06		45.31
Grade 4	11.76		7.14	50.59		55.71	37.65		37.14
Grade 5	11.59		7.04	44.93		60.56	43.48		32.39
Grade 6	19.35			61.29			19.35		
All Grades	11.86		5.85	48.62		56.10	39.53		38.05

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 seen in the last 3 years. Looking at the preliminary CAASPP data for 2021-2022 we will see a decrease.
2. Writing still needs to be a focus standard and we will incorporate this across the curriculum by adopting Step Up to Writing across all grade levels.

3. Literacy must continue to be at the forefront of our minds. This year, a majority of our staff will be in year 1, or 2 of LETRs training.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	68	63	69	68	0	69	68	0	69	100	0.0	100.0
Grade 4	88	77	74	87	0	73	87	0	73	98.9	0.0	98.6
Grade 5	68	62	71	68	0	71	68	0	71	100	0.0	100.0
Grade 6	30			30			30			100		
All Grades	254	202	214	253	0	213	253	0	213	99.6	0.0	99.5

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2401.		2379.	13.24		4.35	13.24		21.74	29.41		26.09	44.12		47.83
Grade 4	2449.		2365.	12.64		1.37	17.24		4.11	39.08		17.81	31.03		76.71
Grade 5	2459.		2425.	7.35		4.23	16.18		9.86	27.94		23.94	48.53		61.97
Grade 6	2504.			13.33			20.00			26.67			40.00		
All Grades	N/A	N/A	N/A	11.46		3.29	16.21		11.74	32.02		22.54	40.32		62.44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.59		4.35	32.35		50.72	47.06		44.93
Grade 4	19.54		1.37	33.33		19.18	47.13		79.45
Grade 5	8.82		4.23	35.29		35.21	55.88		60.56
Grade 6	20.00			40.00			40.00		
All Grades	17.00		3.29	34.39		34.74	48.62		61.97

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.18		5.80	41.18		47.83	42.65		46.38
Grade 4	14.94		0.00	39.08		28.77	45.98		71.23
Grade 5	10.29		5.63	42.65		38.03	47.06		56.34
Grade 6	10.00			46.67			43.33		
All Grades	13.44		3.76	41.50		38.03	45.06		58.22

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.71		10.14	39.71		53.62	45.59		36.23
Grade 4	18.39		1.37	43.68		38.36	37.93		60.27
Grade 5	8.82		2.82	35.29		50.70	55.88		46.48
Grade 6	13.33			53.33			33.33		
All Grades	14.23		4.69	41.50		47.42	44.27		47.89

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Overall, on past CAASPP assessments, approximately 28% of students in grades 3-5 exceed or are at grade level in math, leaving 72% of students below grade level. For the year 2021-2022 the preliminary scores do demonstrate and decrease in math scores. We are focusing on math for our PLC work and incorporating small group instruction daily across all grade levels.
- At the time of these assessments, there were modest gains across the mathematical areas that show students skills are improving. However, our students below standard are maintaining in communicating reasoning.
- 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 and are using our PLC work to target math instruction.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1440.8	1371.7	1421.0	1454.5	1385.0	1438.0	1408.3	1339.7	1381.0	32	21	28
1	1421.6	1432.4	1430.3	1432.9	1444.9	1447.6	1409.8	1419.4	1412.2	28	26	24
2	1468.8	1471.8	1480.6	1469.0	1477.6	1492.8	1468.1	1465.5	1467.8	34	30	29
3	1483.8	1481.4	1475.3	1489.1	1487.7	1478.5	1478.0	1474.5	1471.5	20	24	35
4	1499.5	1494.6	1485.5	1494.9	1504.6	1482.7	1503.6	1484.2	1487.8	35	35	31
5	1528.2	1517.7	1539.5	1528.6	1524.0	1542.4	1527.4	1510.9	1536.1	22	20	31
6	1548.2			1547.5			1548.3			14		
All Grades										185	156	178

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	12.50	0.00	10.71	56.25	19.05	39.29	25.00	42.86	39.29	6.25	38.10	10.71	32	21	28
1	3.57	3.85	0.00	32.14	23.08	33.33	28.57	38.46	45.83	35.71	34.62	20.83	28	26	24
2	8.82	3.33	6.90	41.18	46.67	48.28	32.35	40.00	41.38	17.65	10.00	3.45	34	30	29
3	10.00	12.50	2.86	30.00	33.33	40.00	50.00	29.17	34.29	10.00	25.00	22.86	20	24	35
4	11.43	11.43	3.23	42.86	40.00	38.71	28.57	25.71	35.48	17.14	22.86	22.58	35	35	31
5	36.36	15.00	32.26	27.27	50.00	38.71	13.64	25.00	25.81	22.73	10.00	3.23	22	20	31
6	35.71			35.71			14.29			14.29			14		
All Grades	14.59	7.69	9.55	39.46	35.90	39.89	28.11	33.33	36.52	17.84	23.08	14.04	185	156	178

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	28.13	0.00	25.00	43.75	33.33	28.57	21.88	33.33	35.71	6.25	33.33	10.71	32	21	28
1	10.71	23.08	16.67	32.14	11.54	25.00	32.14	46.15	45.83	25.00	19.23	12.50	28	26	24
2	26.47	30.00	44.83	38.24	40.00	27.59	20.59	23.33	24.14	14.71	6.67	3.45	34	30	29
3	35.00	33.33	31.43	35.00	33.33	37.14	15.00	16.67	17.14	15.00	16.67	14.29	20	24	35
4	34.29	42.86	25.81	31.43	28.57	45.16	22.86	20.00	6.45	11.43	8.57	22.58	35	35	31
5	50.00	30.00	51.61	22.73	60.00	41.94	9.09	0.00	6.45	18.18	10.00	0.00	22	20	31
6	50.00			21.43			21.43			7.14			14		
All Grades	31.35	28.21	33.15	33.51	33.33	34.83	21.08	23.72	21.35	14.05	14.74	10.67	185	156	178

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	9.38	4.76	0.00	34.38	9.52	32.14	50.00	52.38	42.86	6.25	33.33	25.00	32	21	28
1	3.57	3.85	0.00	14.29	7.69	12.50	35.71	26.92	50.00	46.43	61.54	37.50	28	26	24
2	5.88	0.00	3.45	35.29	36.67	31.03	26.47	46.67	55.17	32.35	16.67	10.34	34	30	29
3	0.00	8.33	0.00	10.00	12.50	17.14	65.00	41.67	42.86	25.00	37.50	40.00	20	24	35
4	5.71	5.71	0.00	22.86	17.14	12.90	42.86	37.14	58.06	28.57	40.00	29.03	35	35	31
5	13.64	5.00	16.13	27.27	5.00	29.03	31.82	65.00	38.71	27.27	25.00	16.13	22	20	31
6	7.14			42.86			35.71			14.29			14		
All Grades	6.49	4.49	3.37	26.49	16.03	22.47	40.54	43.59	47.75	26.49	35.90	26.40	185	156	178

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	28.13	0.00	39.29	68.75	66.67	57.14	3.13	33.33	3.57	32	21	28
1	39.29	26.92	33.33	42.86	69.23	58.33	17.86	3.85	8.33	28	26	24
2	29.41	23.33	34.48	58.82	66.67	58.62	11.76	10.00	6.90	34	30	29
3	15.00	16.67	31.43	55.00	58.33	51.43	30.00	25.00	17.14	20	24	35
4	20.00	37.14	35.48	62.86	51.43	38.71	17.14	11.43	25.81	35	35	31
5	22.73	10.00	19.35	59.09	85.00	74.19	18.18	5.00	6.45	22	20	31
6	21.43			64.29			14.29			14		
All Grades	25.95	21.15	32.02	58.92	64.74	56.18	15.14	14.10	11.80	185	156	178

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	21.88	0.00	17.86	71.88	47.62	60.71	6.25	52.38	21.43	32	21	28
1	14.29	11.54	8.33	50.00	61.54	62.50	35.71	26.92	29.17	28	26	24
2	17.65	30.00	44.83	64.71	56.67	51.72	17.65	13.33	3.45	34	30	29
3	55.00	58.33	48.57	35.00	29.17	31.43	10.00	12.50	20.00	20	24	35
4	45.71	51.43	16.13	42.86	37.14	61.29	11.43	11.43	22.58	35	35	31
5	68.18	70.00	74.19	9.09	25.00	22.58	22.73	5.00	3.23	22	20	31
6	50.00			42.86			7.14			14		
All Grades	35.68	37.18	36.52	48.11	43.59	47.19	16.22	19.23	16.29	185	156	178

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	0.00	0.00	93.75	61.90	78.57	6.25	38.10	21.43	32	21	28
1	3.57	7.69	4.17	46.43	30.77	58.33	50.00	61.54	37.50	28	26	24
2	14.71	3.33	10.34	52.94	73.33	55.17	32.35	23.33	34.48	34	30	29
3	0.00	8.33	0.00	50.00	45.83	45.71	50.00	45.83	54.29	20	24	35
4	2.86	5.71	0.00	54.29	48.57	51.61	42.86	45.71	48.39	35	35	31
5	13.64	5.00	22.58	59.09	65.00	58.06	27.27	30.00	19.35	22	20	31
6	14.29			57.14			28.57			14		
All Grades	6.49	5.13	6.18	60.00	53.85	57.30	33.51	41.03	36.52	185	156	178

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	56.25	4.76	21.43	31.25	47.62	35.71	12.50	47.62	42.86	32	21	28
1	10.71	3.85	0.00	50.00	50.00	70.83	39.29	46.15	29.17	28	26	24
2	8.82	3.33	10.34	67.65	73.33	86.21	23.53	23.33	3.45	34	30	29
3	15.00	12.50	2.86	70.00	58.33	82.86	15.00	29.17	14.29	20	24	35
4	22.86	0.00	6.45	57.14	65.71	58.06	20.00	34.29	35.48	35	35	31
5	18.18	5.00	22.58	63.64	80.00	67.74	18.18	15.00	9.68	22	20	31
6	35.71			57.14			7.14			14		
All Grades	23.78	4.49	10.67	55.68	62.82	67.42	20.54	32.69	21.91	185	156	178

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. WRE students need more writing instruction and practice along with vocabulary building. Our schoolwide trainings in LETRs will support this need.
2. There is an increase in number of students enrolling in the earlier grades who are level 1 and 2 in language.
3. We are seeing fewer students across all domains in the Well Developed category.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
406	90.4	38.9	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	158	38.9
Foster Youth	1	0.2
Homeless	20	4.9
Socioeconomically Disadvantaged	367	90.4
Students with Disabilities	60	14.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	8.1
American Indian or Alaska Native		
Asian	31	7.6
Filipino	2	0.5
Hispanic	198	48.8
Two or More Races	51	12.6
Native Hawaiian or Pacific Islander	11	2.7
White	79	19.5

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 student numbers are decreasing from previous years, while our Hispanic population group is increasing.
3. Our student population who have been identified as socio-economic disadvantaged is increasing.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Yellow
Mathematics  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. We saw an increase in suspendable student behaviors during the 2021-2022 school year and are working on using strategies from the "Don't Suspend Me" book.
2. Our EL student progress increased significantly during the 2019 school 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. In addition, we have revamped our Master Schedule to provide support in all classrooms for small group math support.

School and Student Performance Data

Academic Performance English Language Arts

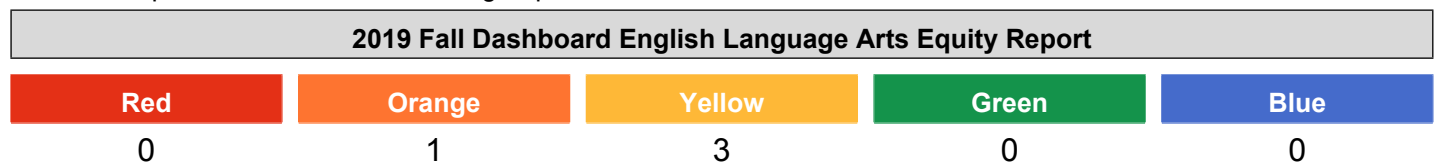
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 39.7 points below standard Increased ++6 points 231	 Yellow 42.6 points below standard Increased ++3 points 130	 No Performance Color 0 Students	 No Performance Color 24.6 points below standard Increased ++4.7 points 20	 Yellow 43.2 points below standard Increased ++4.9 points 211	 No Performance Color 125.3 points below standard Declined -6.2 points 24

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 55.5 points below standard Increased ++5.7 points 24	American Indian  No Performance Color 0 Students	Asian  No Performance Color 64.5 points below standard Declined Significantly -19.4 points 23	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Yellow 33.1 points below standard Increased Significantly ++22.8 points 96	Two or More Races  No Performance Color 67.5 points below standard Declined Significantly -39.7 points 16	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	White  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

Current English Learner 89.9 points below standard Increased ++14 points 80	Reclassified English Learners 33.1 points above standard Increased ++12.7 points 50	English Only 38.2 points below standard Increased ++10.3 points 99
---	---	--

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.






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.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	0

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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 54.1 points below standard Increased Significantly ++28 points 24	American Indian 	Asian  No Performance Color 60 points below standard Declined Significantly -26.4 points 23	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Yellow 40.8 points below standard Increased ++14.8 points 96	Two or More Races  No Performance Color 73.6 points below standard Declined Significantly -37.4 points 16	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	White  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

Current English Learner 84.3 points below standard Maintained ++0.3 points 79	Reclassified English Learners 20 points above standard Increased Significantly ++24 points 49	English Only 46.3 points below standard Increased Significantly ++15.2 points 99
---	---	--

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

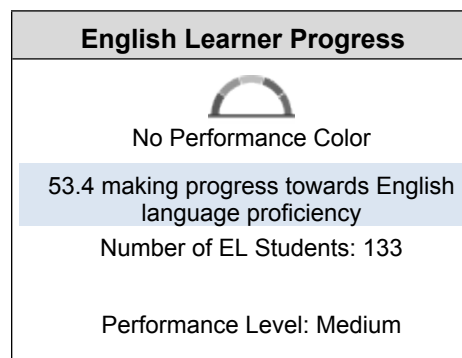
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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 from 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 Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

- | | |
|----|-----|
| 1. | N/A |
| 2. | N/A |
| 3. | N/A |

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
3	3	1	1	1

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
 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
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 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

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

Conclusions based on this data:

1. WRE continues to have too many at risk student groups in the red and yellow. Covid-19 had a very negative impact on overall student attendance.
2. Across the board WRE needs to make attendance an area of focus and education. We have implemented and attendance task force for the 2022-2023 school year.
3. Students with disabilities and homeless students are continuing to show great increase in absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

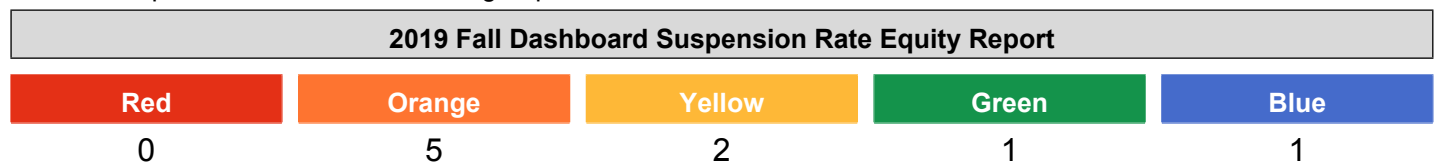
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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		
All Students  Yellow 4.2 Declined Significantly -2.8 528	English Learners  Green 1.9 Declined Significantly -1.5 212	Foster Youth  No Performance Color Less than 11 Students - Data Not 2
Homeless  Orange 6.9 Declined -0.9 58	Socioeconomically Disadvantaged  Yellow 4.4 Declined Significantly -2.8 479	Students with Disabilities  Orange 7.7 Declined -11 52

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Orange 7 Declined -9.6 57	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  Blue 0 Maintained 0 37	Filipino  No Performance Color Less than 11 Students - Data 3
Hispanic  Orange 3.7 Maintained +0.1 245	Two or More Races  Orange 10 Declined -7.5 50	Pacific Islander  No Performance Color 0 Maintained 0 16	White  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 for the 2019 school year, we did experience an increase for 2021-2022 as we returned to full day, in person instruction. 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. We are excited to add a SCOE MHS intern to our support team to offer small social skills groups.
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.

Goal Subject

All students at White Rock will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness.

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 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. The 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 2020, TCI, and Amplify. In addition, we utilize the computerized program, Renaissance for ELA/Math assessment and targeted instruction. 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, Tiered PBIS, and the district adopted Second Step.

Identified Need

1.1 Support first and second year teachers and teachers who are new to WRE (we have 5 new teachers to WRE and 5 who are within their first, two years of teaching in 2022-2023)

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.

1.3 Enhance small group instruction across all grade levels.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1.3 General education teachers will be trained in ELD materials that support Benchmark	1.3 Baseline 0/21 general education teachers	1.3 21/21 general education teachers trained in ELD materials
1.3 MTSS for Grades 3rd-5th will use leveled Benchmark readers	1.3 Baseline 3/8 classrooms teachers	1.3 7/7 3rd-5th grade classrooms will use leveled Benchmark readers for differentiation.
1.3 K-5th grade teachers will use small group instruction to support students with core curriculum.	1.3 Baseline 6/18 classroom teachers	1.3 18/18 classroom teachers will use small group instruction in math/ELA
1.3 All teachers, General Education, Intervention and SDC, will be trained and implement Renaissance and use it to improve student learning.	1.3 Baseline 0/25 teachers	1.3 25/25 teachers trained and using Renaissance

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

Funding for WRE's Academic Coach who supports systematic MTSS targeting achievement for all in grades K-5. WRE's Academic Coach will maintain 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)	Source(s)
20509	Title I 1000-1999: Certificated Personnel Salaries Academic coach
2500	Title I 1000-1999: Certificated Personnel Salaries Substitute teachers to support instruction
7717	Title I 3000-3999: 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, but not limited to: equipment/technology to support the closing of the achievement gap and PBIS incentives to support student engagement.

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)

1250

Title I
4000-4999: Books And Supplies
Materials and supplies to support student independent reading at all levels within the classroom.

1250

Title I
4000-4999: Books And Supplies
Technology equipment such as headphones, mice, iPads, including funding to replace broken/outdated equipment.

1000

Title I
4000-4999: Books And Supplies
Purchase software to support students with reading and math

7428

Title I
4000-4999: Books And Supplies
Student school supplies and PBIS incentives to provide equal access to learning and promote student engagement

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
	Title I 1000-1999: Certificated Personnel Salaries Substitute teacher funding to allow teachers to receive PD see activity 1 above
	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 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)	Source(s)
500	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 (including online when appropriate) and assemblies that support the core programs, including SEL and STEM.

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

500

Title I
5000-5999: Services And Other Operating Expenditures
Student activity fees for field trip experiences, in person and online

750

Title I
5000-5999: Services And Other Operating Expenditures
Funding for student transportation to off site 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)

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. See Activity 4.

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 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)

125

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)

3750

Title I
5000-5999: Services And Other Operating Expenditures

Responsive Classroom Training, SEL, Zones of Regulation PD, First Instruction Best Practices

Title I
4000-4999: Books And Supplies
SEL Books. See Activity 2.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Intervention Teachers and All Students

Strategy/Activity

Provide funding for intervention teachers to attend PLC Facilitator meetings after school to support implementation of grade level PLC work.

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)

3750

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

Pay hourly rate to compensate for their time in after school PD for PLC implementation.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Classified Staff and All students

Strategy/Activity

Funding for overtime and/or extra time to attend trainings or provide academic supports, or clerical supports.

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)

500

Source(s)

Title I
2000-2999: Classified Personnel Salaries

	IA/BIA compensation for providing interventions before or after their work hours.
125	Title I 2000-2999: Classified Personnel Salaries Classified compensation for providing support before or after their work hours.
250	Title I 2000-2999: Classified Personnel Salaries IA compensation for attending PD after their work hours
250	Title I 2000-2999: Classified Personnel Salaries Classified overtime compensation for 8 hour employees who attend PD or provide support beyond the work day.
500	Title I 2000-2999: Classified Personnel Salaries Classified compensation for attending PD after their work hours

Annual Review

SPSA Year Reviewed: 2021-22

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, but were limited by COVID-19 protocols on how we could structure our groups which spread staff thin and resulting in our small groups to be less targeted and larger. The focus on SEL and implementation of Responsive Classroom and ZOR made a powerful impact on our students' ability to reintegrate onto a school site. The greatest barrier was engagement, attendance and within the classroom.

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 2021-2022 school year had many challenges due to COVID-19. The focus needed to be on physical and mental health for all. WRE recorded extremely high absences for students and staff last year as COVID-19 made it's way through out site. This made it very difficult to gain traction with implementation of any programs.

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.

There is a conscious effort to educate families and staff regarding the impact of absences. In addition, policy changes have been adopted and vaccinations are available for students. This year 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.

Goal Subject

LCAP Goal 2 - Family & Student Engagement

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 Using the Guiding Coalition in conjunction with WRE Climate and Culture team, create an ongoing PD plan to implement Responsive Classroom and Zones of Regulation training.

2.3 Continue to refine and improve our PBIS program.

2.3 Fully investigate all allegations of bullying in a timely manner: teach social skills: teach emotional regulation: and provide opportunities for social support and counseling.

2.3 On going training for our yard staff on restorative practices, Zones of Regulation, Responsive Classroom Positive Adult Language, and de-escalation of student behavior.

2.4 Provide innovative ways to bring families to campus, facilitate family input into surveys, and 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, Telus International, Kiwanis, and Shoes that Fit.

2.5 Establish a relationship with a local nonprofit organization to support our school during the holidays, specifically Thanksgiving and Christmas.

2.6 Effectively communicate with stakeholders often and in many modalities, to list a few ways: updating school signage, create a Social Media presence, and purchasing an interactive newsletter..

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 student prizes for weekly shout outs.

2.3 Purchase release time and/or hourly rate for members of the Guiding Coalition to create PD for site staff to implement Responsive Classroom and Zones of Regulation.

2.3 Purchase prizes for our Pony Cart to support PBIS.

2.3 Provide support for families through administration and MFT for allegations of bullying for both the victim and the offender.

2.3 Fund training time with classified staff on school wide initiatives such as Zones of Regulation, Responsive Classroom, and de-escalation strategies.

2.4 Parent Coordinator to maintain a social media presence via Facebook, school site website, and creating a monthly interactive newsletter through SMORE.

2.5 Parent Coordinator, in conjunction with administration to reach out to a local nonprofit.

2.6 Translations in Spanish of all communication.

2.6 Purchase new signage across the site that clearly provides direction and expectations for families and students.

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, but implementation started 2021-22	2.3 Two year plan with year one completed with benchmarks met
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 Certificated and classified staff will continue deeper implementation of ZOR	2.3 50% of certificated staff and 80% of classified team of are using ZOR	2.3 100% of Certificated staff and 95% of classified will be able to use ZOR to support students.
2.4 WRE will have a social media presence	2.4 Our Facebook group has 22 member's.	2.4 WRE's Facebook group will increase it's membership to 200 members
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 team, clerical staff, substitutes to help support PBIS, student/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)
20509	Title I 1000-1999: Certificated Personnel Salaries Academic coach supports PBIS, and family/community engagement.
2500	Title I 1000-1999: Certificated Personnel Salaries Qualified Substitute teachers to support Rtl, ECBN, Trainings/PD with emphasis on SEL
7717	Title I 3000-3999: Employee Benefits Employee benefits
125	Title I 2000-2999: Classified Personnel Salaries BIA/IA support for increased family/community engagement
500	Title I 2000-2999: Classified Personnel Salaries Clerical extra support for family engagement
3750	Title I 1000-1999: Certificated Personnel Salaries Pay hourly rate to compensate teachers for attending PD on preservice days or after the school day.

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.

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)
7428	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
1250	Title I 4000-4999: Books And Supplies Technology equipment such as headphones, mice, iPads, including funding to replace broke/outdated equipment.
1000	Title I 4000-4999: Books And Supplies Purchase software/licenses to support students with learning and understanding.
1250	Title I 4000-4999: Books And Supplies Purchase books for classroom libraries that are culturally responsive to our students, provide SEL context, and are engaging.
1000	Title I 5000-5999: Services And Other Operating Expenditures PBIS Family Engagement for materials and communication

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.
500	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.
	Title I 1000-1999: Certificated Personnel Salaries Substitute teacher funding to allow teachers to receive PD. See Activity 1.
	Title I 3000-3999: Employee Benefits Benefits for IA, BIA and substitute teachers. See Activity 1.
250	Title I 2000-2999: Classified Personnel Salaries OT for IA salary for attending training or providing support to enhance family-community engagement
500	Title I 2000-2999: Classified Personnel Salaries Classified staff salary to attend trainings/PD with a focus on SEL.
250	Title I 2000-2999: Classified Personnel Salaries OT for classified salary for attending training or providing support to enhance family-community engagement.

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)

	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. See Activity 1
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 and assemblies 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)

Source(s)

500	Title I 5000-5999: Services And Other Operating Expenditures Funding field trips that support our core programs
750	Title I 5700-5799: Transfers Of Direct Costs Funding for transportation to/from field trips that support our core programs and build SEL skills.
1500	Title I 5800: Professional/Consulting Services And Operating Expenditures Funding for assemblies that enhance our SEL and PBIS 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)

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. See Activity 1.

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)

Source(s)

125

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 staff 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)
3750	Title I 5000-5999: Services And Other Operating Expenditures Responsive Classroom Training, SEL, ZOR PD, First Instruction Best Practices
	Title I 4000-4999: Books And Supplies SEL Books. See Activity 2.
	Title I 4000-4999: Books And Supplies Supplemental books for all reading levels to build confidence and connectedness. See Activity 2.

Annual Review

SPSA Year Reviewed: 2021-22

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 2021-2022 school year we continued to respond to the impact of COVID-19 by implementing changes to our SEL programs that support a positive school climate. Our focus was on building connections and relationships with students. We began with an initiative to have a warm welcome everyday. This took off and most classrooms started their day with a morning meeting. We then introduced ZOR, training 90% of our staff on how to identify emotions and create an individualized "tool chest" of coping strategies when emotions become detrimental. Along with these programs, as a site we were dedicated to teaching Steps to Respect with fidelity. We continued our weekly focus on our schoolwide expectations, the 3 B's and celebrated students success with Friday Shout Outs. I believe these programs and 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. We were unable to hold large gatherings and mix students into small groups. We were still wearing masks. Students and staff were missing work/school due to long quarantine times.

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 is currently revisiting our PBIS practices as they are over five years old and our staff and students need us to respond to who we are today. That process started over summer and will continue throughout the year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP Goal 3: Professional Learning to Support High Quality Instruction

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 on Thursdays during Common Planning Time to improve student learning.

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 2022-2023	20/20 General Education teachers will have attended PD to improve EL instruction
Continued use of both Amplify and Mystery Science	6/16 classrooms are implementing science on a regular basis	16/16 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 team and substitutes to help close the achievement gap in the areas of ELA, Math, Science, Technology and Engineering.

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)

20509

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.

2500

Title I
1000-1999: Certificated Personnel Salaries
Qualified Substitute teachers to support Rtl, ECBN, Trainings/PD, Solution Tree Conference.

7717

Title I
3000-3999: Employee Benefits
Employee benefits

3750

Title I
3000-3999: Employee Benefits
Pay hourly rate to compensate for teacher time in after school PD for PLC implementation.

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)	Source(s)
7428	Title I 4000-4999: Books And Supplies Supplies and materials
1250	Title I 4000-4999: Books And Supplies Technology equipment and supplies such as headphones, mice, iPads, including funding to replace broken/outdated equipment.
1000	Title I 4000-4999: Books And Supplies Purchase software/licenses to support students with STEM, SEL, Reading and EL.
1250	Title I 4000-4999: Books And Supplies Purchase books for classroom libraries that are current on STEM and worldwide issues. Books that are also culturally relevant for our EL students.

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

Opportunities for all staff to attend 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.

500	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.
	Title I 1000-1999: Certificated Personnel Salaries Substitute teacher funding to allow teachers to receive PD. See Activity 1.
	Title I 3000-3999: Employee Benefits Benefits for IA, BIA, and substitute teachers. See Activity 1.
500	Title I 2000-2999: Classified Personnel Salaries Classified staff salary to attend trainings/PD.
250	Title I 2000-2999: Classified Personnel Salaries OT for classified salary for attending training or providing support.
250	Title I 2000-2999: Classified Personnel Salaries OT for IA salary for attending training or providing support for academic purposes.

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)	Source(s)
1125	Title I 5000-5999: Services And Other Operating Expenditures Support the EIP and Special Friends program to improve student engagement.
125	Title I 3000-3999: Employee Benefits

	BIA/IA support for increased family-community engagement, including but not limited to providing translation.
500	Title I 2000-2999: Classified Personnel Salaries Clerical extra support for family 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 that support our 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)	Source(s)
2500	Title I 5800: Professional/Consulting Services And Operating Expenditures Funding for assemblies that enhance our STEM, SEL and EL programs.
500	Title I 5700-5799: Transfers Of Direct Costs Funding field trips that support our core programs.
750	Title I 5700-5799: Transfers Of Direct Costs Funding for transportation to/from field trips that support our core EL, STEM and SEL programs.

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)

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. See Activity 4.

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 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)

125

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 student and staff

Strategy/Activity

Support culturally and linguistically responsive classroom teaching with resources: SEL staff training, curriculum 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)

3750

Title I
5000-5999: Services And Other Operating
Expenditures

Responsive Classroom, SEL, Small Group/Engagement and ZOR training.

Title I
4000-4999: Books And Supplies
SEL books. See Activity 2.

Annual Review

SPSA Year Reviewed: 2021-22

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 2021-2022 school year we were able to train staff on new implementations, but mainly through a virtual format.

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

COVID-19 protocols impeded our ability to have large assemblies, mix students in small groups and have consistency with programs.

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. Furthermore, we have changed our Master Schedule to ensure that all students and teachers will be able to provide small group instruction for math and ELA by strategically planning our Intervention teacher's time.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP Goal 4- Student Progress Monitoring

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. In addition, students will be monitored closely to ensure they are offered interventions and supports that are specific for their needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PAST Assessment will be administered to all students in grades 3-5 grades who score 2 years or below in ELA on their first Renaissance ELA Diagnostic.	0% of our At Risk 3-5 graders have been assessed on the PAST	100% of our At Risk 3-5 graders will be assessed on the PAST.
Renaissance Diagnostic in ELA and Math administered 3 times a year for grades K-5th	0/3 Renaissance Math Diagnostic 0/3 Renaissance ELA Diagnostic	3/3 Math and ELA Renaissance 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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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	0% 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)	Source(s)
20509	Title I 1000-1999: Certificated Personnel Salaries Title 1 academic coach to help close the achievement gap
7718	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, online educational licenses to support the closing of the achievement gap.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7431	Title I 4000-4999: Books And Supplies Materials and supplies to support student learning and create equal access or all students to leveled readers.
1250	Title I 4000-4999: Books And Supplies Technology equipment such as headphones, mice, iPads, including funding to replace broken/outdated equipment.
1000	Title I 4000-4999: Books And Supplies Purchase software to support students with reading and math.
1250	Title I 4000-4999: Books And Supplies Purchase books for classroom libraries that are high interests while being accessible for all learning levels.
4000	Title I 5000-5999: Services And Other Operating Expenditures Purchase Accelerated Reader Student Licenses for reading intervention, or other licenses for online learning.

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 for all staff. 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 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.
500	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.
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.
250	Title I 2000-2999: Classified Personnel Salaries OT for IA salary for attending training or providing support to enhance student learning.
250	Title I 2000-2999: Classified Personnel Salaries OT for classified salary for attending training or providing support to enhance student learning.
3750	Title I 1000-1999: Certificated Personnel Salaries Pay hourly rate to compensate teachers for their time in PD that occurs of preservice days or after the school day school.
500	Title I 2000-2999: Classified Personnel Salaries Classified staff salary to attend trainings/PD with a focus on SEL.

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)	Source(s)
500	Title I 2000-2999: Classified Personnel Salaries Fund classified staff hourly supplemental to provide support and guidance to increase student achievement.
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)	Source(s)
2500	Title I 5800: Professional/Consulting Services And Operating Expenditures Funding for assemblies that enhance student achievement.
500	Title I 5000-5999: Services And Other Operating Expenditures Funding field trips that enhance student achievement.
750	Title I 5700-5799: Transfers Of Direct Costs Funding for transportation to/from field trips that enhance student achievement.

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)

125

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 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)

125

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)

3750

Source(s)

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

Annual Review

SPSA Year Reviewed: 2021-22

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.

2021-2022 school year was a year like none prior. We were returning to school, full time after a year in a half of virtual and half days. Much time was spent on supporting our students as they managed emotions, expectations, and reentry into society. Instructional paces had to be slowed down, students had to remember how to interact and persevere. With some many complex emotions, we had to take one day at time.

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 homogeneous or flexible small group instruction for phonics, math and EL 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. In addition, 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 homogeneous/flexible grouping five days a week for MTSS. In addition, we have over thirteen teachers participating in LETRS. We are no longer mandated to wear masks. We have added time blocks for small group instruction in our intermediate classrooms to support students who are behind in math and phonics. We have also added the PAST assessment for students who are not making adequate gains in ELA.

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	\$229,120.00

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	\$229,120.00

Subtotal of additional federal funds included for this school: \$229,120.00

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: \$229,120.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	202964	-26,156.00
LCFF - Supplemental	190,357	190,357.00

Expenditures by Funding Source

Funding Source	Amount
Title I	229,120.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	103,286.00
2000-2999: Classified Personnel Salaries	8,375.00
3000-3999: Employee Benefits	34,744.00
4000-4999: Books And Supplies	43,715.00
5000-5999: Services And Other Operating Expenditures	26,750.00
5700-5799: Transfers Of Direct Costs	2,750.00
5800: Professional/Consulting Services And Operating Expenditures	9,000.00
5900: Communications	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	103,286.00
2000-2999: Classified Personnel Salaries	Title I	8,375.00
3000-3999: Employee Benefits	Title I	34,744.00

4000-4999: Books And Supplies	Title I	43,715.00
5000-5999: Services And Other Operating Expenditures	Title I	26,750.00
5700-5799: Transfers Of Direct Costs	Title I	2,750.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	9,000.00
5900: Communications	Title I	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	56,279.00
Goal 2	56,279.00
Goal 3	56,279.00
Goal 4	60,283.00

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
Monica Ibanez Flores	Other School Staff
Karen Peterson	Classroom Teacher
Sharon Griffin	Classroom Teacher
Shelley Perry	Parent or Community Member
Daniel Ward	Parent or Community Member
Erika Urbaez	Parent or Community Member
Lyudmila Pechonchyk	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 ELAC Members	Role
Sara McMinn	Other School Staff
Kimberly Christerson	Principal
Neredia Cabrera	Other School Staff
Lyudmila Pechonchyk	Parent or Community Member
Divya Mittal	Parent or Community Member
Erika Urbaz	Parent or Community Member
Rosa Castillo	Parent or Community Member
	Parent or Community Member
Clementin Contreras	Parent or Community Member
Monica Ibanez Flores	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 8/31/2022.

Attested:



Principal, Kimberly Christerson on 8/31/2022



SSC Chairperson, Rosa Castillo on 8/31/2022

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.

[Educational Partner 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.

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

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

Purpose and Description

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

Purpose

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

Description

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

School Site Council SIGN-IN

A cartoon illustration of a mailman riding a brown horse. The mailman is wearing a blue uniform with a red sash and a blue cap. He is holding a yellow mailbag with the word 'MAIL' on it. The horse is galloping to the right.

[illegible]

Date: 8/31/22

[illegible]

WHITE ROCK- HOME OF THE PONY EXPRESS



Agenda

Second School Site Council

August 31, 2022 3:00-3:30

- Welcome/Introductions/Establish Quorum
- Approve minutes from 8/22/22 meeting
- Parent feedback on SPSA
- Sign SPSA
- Adjourn Meeting

WHITE ROCK- HOME OF THE PONY EXPRESS



Agenda

Second English Language Advisory Committee

August 31, 2022 3:30-4:00

- Welcome/Introductions/Establish Quorum
- Approve minutes from 8/22/22 meeting
- Parent feedback on SPSA
- Sign SPSA
- Nominate and elect the DELAC Representative
- Adjourn Meeting

SSC/ELAC Meeting minutes for August 31, 2022

The meeting was called to order by Principal, Kimberly Christierson at 3:04 pm, Room 16, at White Rock Elementary.

Attended:

SSC 3-3:30

Kimberly Christierson, Principal
Sara McMinn, Academic Coach
Monica Ibanez Flores, BIA, translator
Rosa Rios-Castillo, Parent, President SSC
Shelley Perry,
Erika Urbuez, Parent
Karen Peterson, Teacher
DELAC Rep
SSC Parent/ELAC

ELAC 3:30-4

Sara McMinn, Academic Coach
Nereida Cabrera, Assistant Principal
Erika Urbuez, Parent
Monica Ibanez Flores, BIA, translator
Sharon Griffin, Teacher
Rosa Rios-Castillo, Parent, President SSC,

ELAC Parent

Introductions:

Previous Agenda & Minutes Reviewed

Motion to approve: Karen Peterson,
2nd: Sharon
All in favor

SPSA

Delac Rep: Rosa Rios-Castillo, Parent, President SSC
Question/Discussion lead by Principal Christierson
Motioned to approve: Shelly
2nd: Sharon
All in favor

Adjourned at 3:25 pm

Motion to close: Kim
2nd: Shelley Perry
All in favor

Next meeting TBD

Minutes Prepared by Sara McMinn

650 White Rock ES - 2022-23
Title 1 Categorical Program

	Projected 2022-23	2022-23 Projected Estimates	
Object Code	Budget	Balance	Goal/Action/Activity Details
1110 Teachers Salary	82,036	82,036	Academic Coach (.07 FTE 0711)
1120 Teacher Subs	10,000	10,000	Rtl, ECBN, Trainings/PD
1130 Teacher Temp/Hourly	15,000	15,000	inter PLC/PD outside of workday
1180 Teacher-Stipends		0	
1210 Cert Pupil Support		0	
1310 Cert Suprvrs/Admin		0	
1910 Other Cert Salaries		0	
1xxx		0	
2110 IA Salaries		0	
2120 IA Subs		0	
2130 IA Temp/Hourly	2,000	2,000	Before/After Sch, Sm grp instr
2140 IA Salary/OT	1,000	1,000	training/support
2210 Classified Support Salary	500	500	extra support-BIA, IA, Yard Staff
2220 Classified Supp Sub		0	
2230 Classified Supp PT	2,000	2,000	training for classified
2240 Classified Supp OT	1,000	1,000	OT for 8hr employees attending PD
2310 Classified Supv Admin Sal		0	
2410 Clerical & Tech Salaries		0	
2430 Clerical & Tech Hourly	2,000	2,000	parent outreach/registration
2xxx		0	
3000's Benefits	30,869	30,869	benefits- all staff
4xxx		0	
4100 Textbooks	0	0	
4200 Books Other Than Textbks	5,000	5,000	class libraries
4300 Supplies	29,715	29,715	PBIS/Student
4305 Carry Over		0	
4315 Computer Software/Supply	4,000	4,000	Reflex Math, SMORE, QR Code
4325 In-District Meeting Suppl		0	
4400 Inventoried Equipmt		0	
4415 Technology Equipment	5,000	5,000	ipads, replacements, headphones
5200 Conference	15,000	15,000	SEL, Reading, PLC, 1st instruction
5210 Employee Mileage		0	
5300 Dues & Memberships		0	
5630 Bldg lease & rental		0	
5660 Maintenance Agreements		0	
5715 Interprogr ComputerSvc		0	
5730 Interprogram Field Trip	3,000	3,000	field trip transportation

SPSA GOALS WORKSHEET

Title 1 Categorical Program

650 White Rock ES - 2022-23

Totals	Translations, Instructional materials, Field trips, Teaching staff	PBIS, Family/Community Engagement, Interventions, College/Career readiness, Counseling	Professional Development, EL strategies, STEM/CTE/ A-G/IB coursework, Adult ESL	ELA, Mathematics, ELs,LTELS,REFEP, Sp. Ed., Preschool, Homeless, Foster, credit recovery
	Goal #1	Goal #2	Goal #3	Goal #4
82,036	20,509	20,509	20,509	20,509
10,000	2,500	2,500	2,500	2,500
15,000	3,750	3,750	3,750	3,750
0	0	0	0	0
0				
0				
0				
0				
0				
0				
2,000	500	500	500	500
1,000	250	250	250	250
500	125	125	125	125
0				
2,000	500	500	500	500
1,000	250	250	250	250
0				
0				
2,000	500	500	500	500
0				
30,869	7,717	7,717	7,717	7,718
0				
0				
5,000	1,250	1,250	1,250	1,250
29,715	7,428	7,428	7,428	7,431
0				
4,000	1,000	1,000	1,000	1,000
0				
0				
5,000	1,250	1,250	1,250	1,250
15,000	3,750	3,750	3,750	3,750
0				
0				
0				
0				
0				
3,000	750	750	750	750

5735 Interprog Facilities Use		0	
5742 PDA		0	
5744 Interventions	4,500	4,000	PIP/Special Friends
5780 Interfund Food Svc		0	
5800 Other Svc & Operating	10,000	10,000	Assemblies- STEM/SEL
5815 Software-Lic&Online Svc	4,000	4,000	Software Licenses for student use
5860 Student Activity Fees	2,000	2,000	Field Trips- inperson/online
5865 Contingency		0	
5920 Postage	500	500	communication/engagement
5930 Communications/Cell		0	
		0	
7310 Indirect (5.01%)		0	
7330 Interprogram Direct Supp		0	
8980 Contrib fr Unrest Rev/Swe		0	
		0	
Total Expenditures	229,120	229,120	
Carryover from previous year			
Allocations	229,120		
Entitlement (allocation + carryover)	229,120		
Balance Remaining	229,120		
Allowable Carryover for next year (15% of ORIGINAL entitlement)	34,368		

0				
0				
4,500	1,125	1,125	1,125	1,125
0				
10,000	2,500	2,500	2,500	2,500
4,000				4,000
2,000	500	500	500	500
0				
500	125	125	125	125
0				
0				
0				
0				
0				
229,120	56,279	56,279	56,279	60,283