



# 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 15, 2023	September 21, 2023

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## Purpose and Description

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

Schoolwide Program

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

Title I Schoolwide

Additional Targeted Support and Improvement (ATSI) Subgroups - African American, ASIA, Homeless, Students with Disabilities, Two or More Races.

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 in moving toward 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 lifelong 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). WRE has been awarded Community School funding which will support all the previous efforts while enhancing community and family involvement.

## School Vision and Mission

The mission of White Rock Elementary is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

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 parents are invited to participate in the annual Title I survey. 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, fifth graders participate in the California Healthy Kids Survey (CHKS) 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. Furthermore, students and teachers complete the Panorama survey three times a year assessing the whole child. Through this appraisal we are able to connect data in the following areas: attendance, behavior incidents, academic progress, 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 multiple times a year. 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 with student engagement, behavior management, and first instruction. We find that our teachers are highly qualified and have a desire to ensure that students leave their classrooms ready for their next school year.

## 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 assess students in mathematics and ELA.
- California Science Test (CAST) for grade 5. This assessment uses questions that bring together science content, practices, and concepts. It also covers all three science domains: Life Sciences, Physical Sciences, and Earth and Space Sciences.
- 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, STAR- 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 for growth and identify areas of need.
- Dynamic Indicators of Basic Early Literacy Skills (DIBLES)- measures the acquisition of early literacy skills.
- Oral Reading Fluency Passages (ORF) 1st-5th grades: used three times a year for fluency, comprehension, and words per minute growth monitoring.
- Systematic Instruction in Phonological Awareness Phonics and Sight Words (SIPPS)- measures students' foundational reading skills for placement in small group instruction
- Basic Phonics Skill Test (BPST)- as needed to identify areas of needed intervention.
- Phonological Awareness Screening Test (PAST)- 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 continues to exasperate this problem due to the missed learning opportunities during the 2019-2020, and 2020-2021 school years. An exuberant number of students with chronic absenteeism during the 2021-2022 and 2022-2023 school years has only added to these concerns. In addition, we continue to see many families struggle with home insecurity, while others have moved to WRE as a result of losing their housing. 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 with urgency.

WRE school has embraced a Community Schools model for how we approach student learning and emotional wellness. Pillar 2 focuses on culturally responsive instructional practices during the school day and in extended learning opportunities. We are committed to productive instructional strategies that support motivation, competence, and self-directed learning. These curriculum, teaching, and assessment strategies feature well-scaffolded instruction and ongoing formative assessment that support conceptual understanding, take students' prior knowledge and experiences into account, and provide the right amount of challenge and support on relevant and engaging learning tasks.

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 during, or outside of the school day. This data is also used to identify areas of need or enrichment for targeted instruction during Multi-Tiered Support System (MTSS) groupings for programs such as SIPPS and focus standard small group instruction to build skills in reading and math.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All faculty are highly qualified and credentialed in multiple subjects. Many faculty have earned their master's degree.

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

WRE provides professional development focused on creating equitable conditions to ensure learning for all students. FCUSD has committed to the California Community Schools Framework and has developed four equity questions that focus our actions to accelerate learning outcomes for our low income, English Learner/Emergent Bilingual, students with learning disabilities and our Black youth to ensure that they are benefitting from culturally responsive tier one instruction and interventions.

To meet this overarching focus, the WRE administrative and leadership team 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, Step Up to Writing, phonics instruction, 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 monthly staff meetings. SCOE also offers PD that supports local districts in improving student achievement through high-quality training for administrators, teachers, and other educators.

In addition, during the 2022-2023 school year, WRE staff received PD in Whole Child Design through Turnaround for Children and Understanding the brain science of accelerated learning. FCUSD has committed to ongoing PD in Behavior RTI to create a restorative and instructional response to student behavior. FCUSD has a longstanding commitment to SEL and embraces the Collaborative for Academic, Social and Emotional Learning (CASEL) competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making and we work with students to develop these competencies skills through tier 1 instruction using the Second Step/Base Education curriculum, Zones of Regulation and Responsive Classrooms.

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 at the district and site levels. WRE has several teachers in the process of either starting, completing or who have completed the two-year Language Essentials for Teachers of Reading and Spelling (LETRS) program to improve literacy practices based on the Science of Reading. LETRS program has provided us with best practices to diagnose and intervene in literacy foundations. As of May 2023, WRE has seven teachers who have completed the two-year program and ten starting their second year. In November, ten staff members who serve on WRE's Guiding Coalition attended a three-day training by Solution Tree, the leader of PLC for education.

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

District lead teachers and on-site Instructional coach 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. Grade level collaborations and vertical articulation occur weekly in our Professional Learning Teams (PLT) during our Common Planning Time (CPT). Teams collaborate on curriculum delivery, creating common formative assessments (CFA), determining learning targets, 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, and 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 or experiencing a specific need. Here we collaborate on strategies and interventions that lead to implementation where we collect progress data tracking and follow-up.

## Teaching and Learning

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

White Rock utilizes CPT to ensure 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'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 seven 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 daily schedule for ELA and Math to give them the opportunity to share students across the grade level by grouping for re-teaching or extension. 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, Heggerty, Fitzpatrick, UFLI, San Francisco Math, 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)

In the 2023-2024 school year WRE will begin to use a Community Schools framework and the four Pillars of Community Schools. We are committed to working in partnership with our students, their families, and community service agencies to bring resources onto our campus that remove barriers to student learning. This is done by understanding the Science of Learning Development and that youth who are exposed to chronically stressful experiences will struggle with learning if they do not feel psychologically and physically safe at WRE. Supportive environmental conditions that foster strong relationships and build a sense of community are a priority for us. These include positive sustained relationships with the families of our students that foster attachment and emotional connections; physical, emotional, and identity safety; and a sense of belonging and purpose. It is our goal to work collaboratively with parents in a shared decision-making approach where we are all working to support learning at school and at home. Therefore, WRE 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, Winter Wonderland, Open House, The B Street Theater student play, Parent/Teacher conferences, and our spring concerts. Our school website, Facebook group, and Blackboard Mass Notifications keep parents informed about important school information. All of the communication platforms provide accessibility by offering hundreds of language translations.

To encourage parent voice in decision making, all White Rock families are invited to participate in the planning, implementation, and evaluation of the SPSA. Additionally, parents of emergent bilingual/EL students are encouraged to participate in the ELAC and provide a written evaluation of programs.

Parents are welcome to support student academics at home by accessing the curriculum support links found on our website. When there are academic, social, or behavioral concerns, we use Student Study Team (SST) meetings to provide a space to collaborate and explore possible supports. Teachers provide ongoing communication to families regarding academic progress through mid-trimester progress reports and direct contact. The majority of WRE teachers use a newsletter or Class Dojo to keep parents informed on a daily and weekly basis. Our Parent Coordinator works to process school volunteers and implement opportunities for parent participation on site. The principal communicates with families by updating the website, interactive videos, Facebook posts, and weekly newsletters that are sent through email, and text messages. All communications are easily accessible for our diverse language population.

WRE continues its partnership with Shoes That Fit, providing shoes and jackets to students in need during the Holiday season. In addition, we maintain clothes and a shoe closet that is stocked by donations from local non-profits such as the Assistance League. Blessings in a Backpack provides snacks for students to take home on the weekend for students experiencing food insecurity. In the 2023-2024 school year, we look forward to utilizing our Community School status to enrich our connections with community partners that can creatively work with us to support our students and families.

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)

The School 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 four times a year to discuss ways in which WRE and the community can work together to support Emergent Bilingual/ELLs in their academic growth.

## 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 Instructional Coach who works with underperforming students and provides coaching for teachers. Additionally, categorical funds are used to partially pay for one intervention teacher who works to support early literacy and improve literacy for students who underperforming, including our ATSI identified students: Two or More Races, Homeless, African American, Students with Disabilities, and Asian.

## Fiscal support (EPC)

White Rock Elementary receives an annual budget from base funds, Title I, District and Site Supplemental, Learning Recovery Grant, the Educator Effectiveness Grant, California Community Schools funding and local support such as Measure H funding. WRE identifies school-wide needs through surveying all stakeholders and analysis of student achievement and behavioral data to determine where to allocate funds in accordance with identified needs. In addition to district support, WRE benefits from a 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, 2023; monitors throughout the year)

ELAC (minimum 4 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)

Consultation with the Director of Strategic Initiatives and Support Services

Review of Panorama SEL survey data

Review of California Healthy Kids Survey

In addition, as a Community School, we recognize that working in partnership with non-profit, faith-based, business, and local government partners allows us to support learning outcomes for youth and make our campus a safe and relationship-based place for our students. Our community partners include Shoes that Fit, Alliance League, and The City of Rancho Cordova. Through our California Community Schools (CCS) design process, we have noted gaps in family, caregiver and community partnerships that support that will be a focus in our first year of CCS implementation.

## Resource Inequities

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

Resource inequities are persistent in communities throughout our nation based on family income level and access to health and mental health supports, stable housing, and employment. These systemic challenges disproportionately impact many of our English Learners, low-income and Black families. The Community Schools effort will bring community partnerships to WRE where we already are dedicated to supporting the whole child, but this initiative will further improve our ability to remove barriers in access to physical and mental health services, tutoring, mentoring, access basic services like food, clothing, and housing is focused on reducing these challenges to create stability in our attendance, enrollment and allow students minds to be focused on learning and growing as part of our school community.

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 home insecurity, African American, students with disabilities, students of two or more races, and Asian.

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 2020-2021, a year we were in the throes of the Covid-19 pandemic, chronic absenteeism was elevated for all students. The data for 2021-2022 showed a 43% increase in chronic absenteeism as the hardships of the pandemic continued to make a negative impact. However, this past year 2022-2023, we saw our chronic absenteeism improve by 39% with 26% of our students showing chronic absenteeism. With that said, we have a lot more work to do to get this percentage to single digits. WRE has established an attendance task force dedicated to educating staff, students, and the community about the importance of attendance and its long-term impact on a student's life. In addition, the implementation of our CCS will help build support and provide resources to families to ensure students' attendance at school.

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 in 2021 we are seeing a slight increase in suspensions. Suspensions at WRE are not taken lightly and we are dedicated to exhausting all other options before the

suspension is enforced. In addition, 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 team 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, 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 WRE's 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 2023-2024 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. In 2022 we were able to hire a paraeducator to support our students whose first language is Farsi and Pashto.

# 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%	5.7%	

### 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. One new strategy used during the 2022-2023 school year was sending out a language accessible newsletter to our students' families before the ELPAC was administered. In the newsletter we shared tips and tricks for taking the test, we explained the purpose and what was being tested and discussed the benefits of passing in a child's early education.
2. White Rock has created an MTSS schedule where our EL students are receiving systematic instruction five days a week. In addition, teachers receive ELD teaching refreshers monthly at our staff meetings to support quality first instruction.
3. White Rock Elementary continues to see a fair number of students earning Reclassification Fluent Proficient (RFEP).



# 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 4 years. CAASPP data for 2021-2022, the first year after Covid-19 only 22% of students met or exceeded ELA standards. For 2022-2023, preliminary data shows that 36% of 3rd-5th graders are WRE either met or exceeded ELA standards on the CAASPP.

2. Writing is a focus and WRE will incorporate Step Up to Writing across all grade levels to create a cohesive system, language and process for writing that will go with each student from grade level to grade level.
3. Literacy must continue to be at the forefront of our minds. This year, a majority of our staff will be in year 2 or have completed the LETRs training. In addition, we will have literacy conferences 3x a year with 4th and 5th grade teachers to closely monitor and support reading acquisition in our intermediate grades. Finally, as a site, we are adding two new phonics programs to provide multiple approaches to teaching reading.

# 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.

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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:**

1. Prior to Covid-19 WRE 28% of students in grades 3-5 exceed or were at grade level in math. 2021-2022 data was grim with only 15% of student being at or exceeding standards. For 2022-2023, the preliminary scores demonstrate that WRE students are almost to pre Covid-19 rates at 25% at or exceeding standards. We still have work to do and will continue our focus on math and incorporating small group instruction.
2. Math reasoning is a skill we will continue to develop with our students through process found in Building Thinking Classroom routines and procedures.
3. Prior to COVID-19 we were seeing an increase in mathematics. We know our students can achieve in math, we need to continue to make it a content focus 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 as more than half of our staff are participating in the training.
2. There is an increase in enrollment of students who are very limited English speakers. Many students are refugees from Ukraine and Afghanistan.
3. We are seeing fewer students across all domains in the Well-Developed category.



# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
415	87.2	41.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in White Rock Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	174	41.9
Foster Youth		
Homeless	29	7.0
Socioeconomically Disadvantaged	362	87.2
Students with Disabilities	43	10.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	6.3
American Indian		
Asian	29	7.0
Filipino		
Hispanic	218	52.5
Two or More Races	46	11.1
Pacific Islander	17	4.1
White	79	19.0

**Conclusions based on this data:**

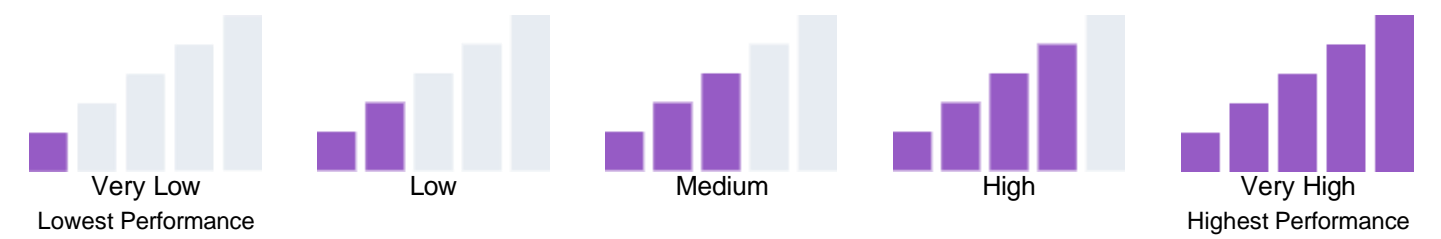
1. With the addition of two Special Day Classes (SDC) on campus, our number of students with disabilities naturally increased.
2. Our African American student numbers are decreasing from previous years, while our Hispanic or Latino population continues to increasing.
3. Our student population who has been identified as socio-economic disadvantaged is increasing.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



### 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 will continue our training in restorative practices and trauma informed practices while maintaining our PBIS program. WRE is lucky to have an MHS who is deeply knowledgeable regarding our students and family's needs. He is a great support to our students who need Tier 2 and Tier 3 support. We saw an increase in suspendable student behaviors during the 2022-2023 school year amongst general education students and

students in Special education. We continue to utilize strategies from the "Don't Suspend Me" book and maintain our RTI process for behavior interventions.

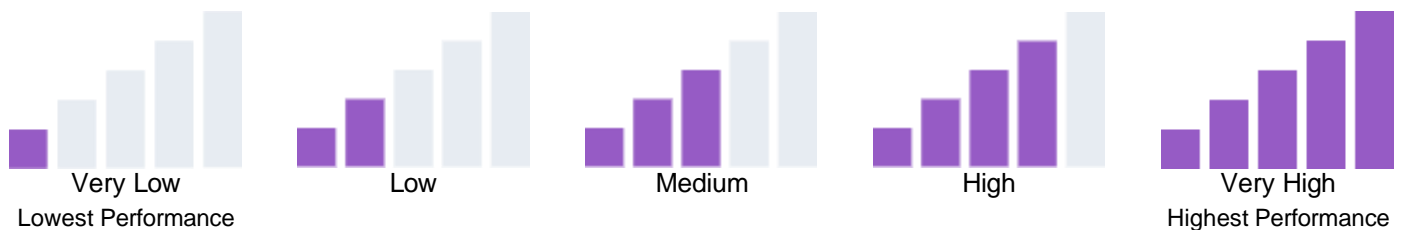
2. 2021-2022 saw a great increase in chronic absenteeism. The data for 2022-2021 demonstrates great improvement, but the work must continue. During the 2022-2023 school year suspensions were steady, but restorative practices continued to be implemented and refined to support the small percentage of students who need support.
3. The preliminary CAASPP data for 2022-2023 demonstrates that WRE students are approaching pre Covid-19 levels. As a team we recognize that we need to continue our efforts to support student achievement well beyond our prior scores.

# School and Student Performance Data

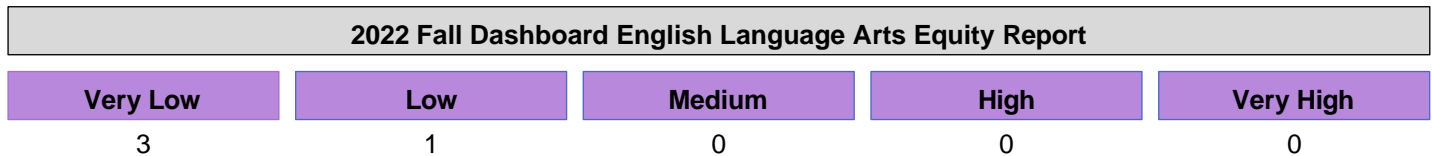
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

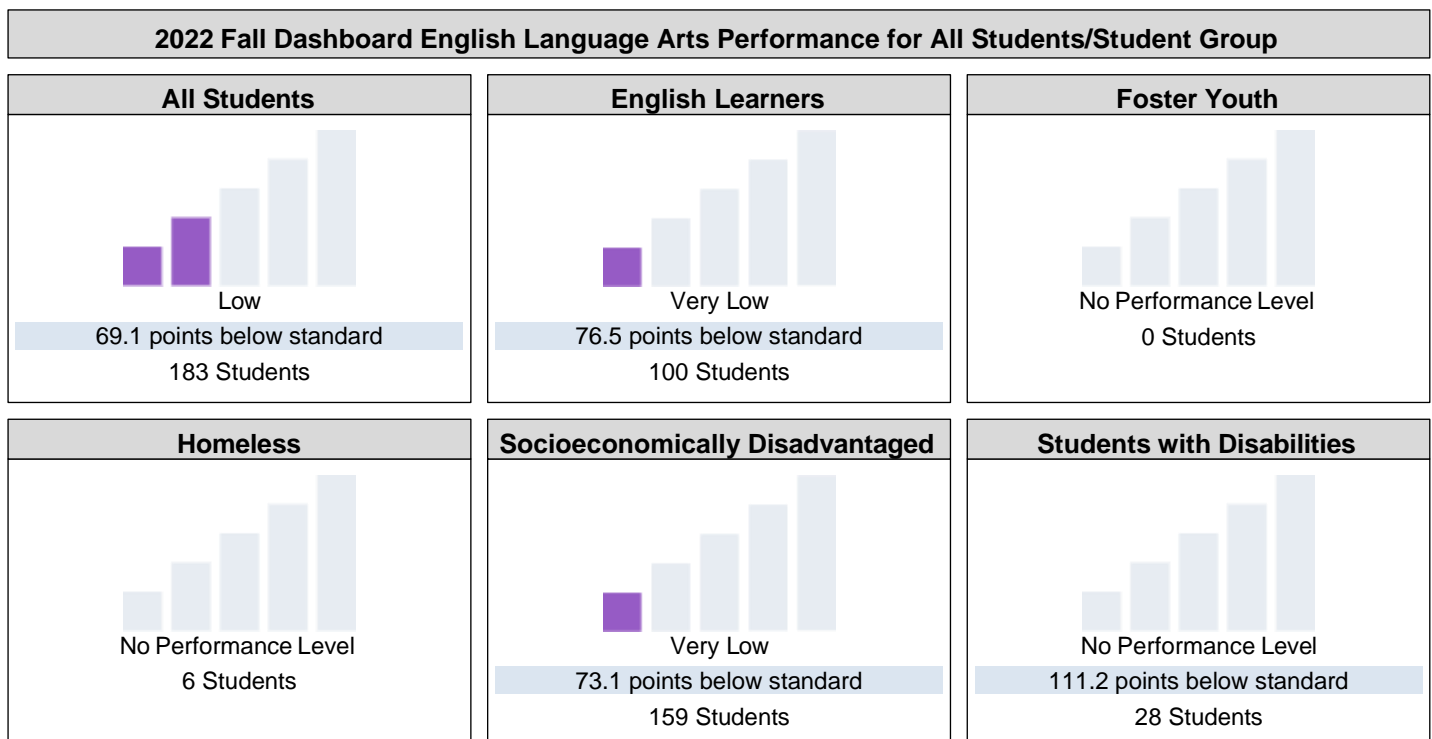
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



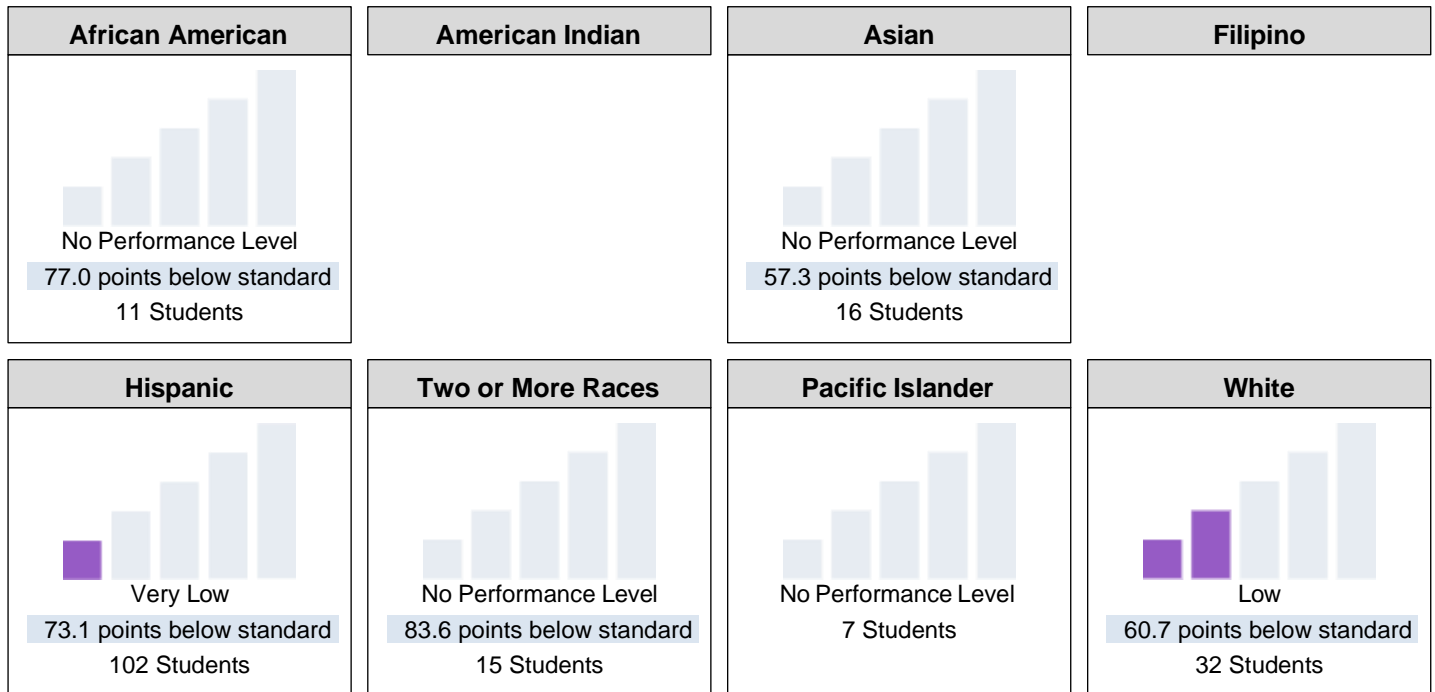
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103.4 points below standard 80 Students	30.9 points above standard 20 Students	64.5 points below standard 79 Students

#### Conclusions based on this data:

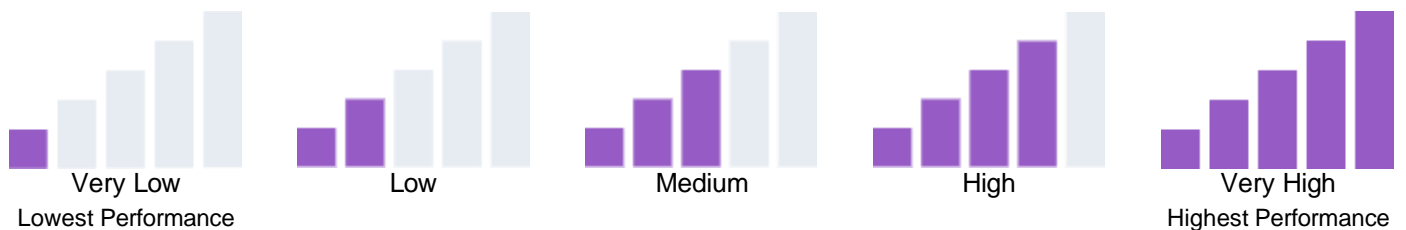
1. WRE students fall into multiple subgroups, the main group being Socioeconomically Disadvantaged.
2. Even though WRE has only 11 Black and/or African American, this subgroup is performing 8 points below the average student at WRE and 4 points below our Latino and Hispanic students.
3. WRE's current English learner is scoring roughly 39 points below their English only peers.

# School and Student Performance Data

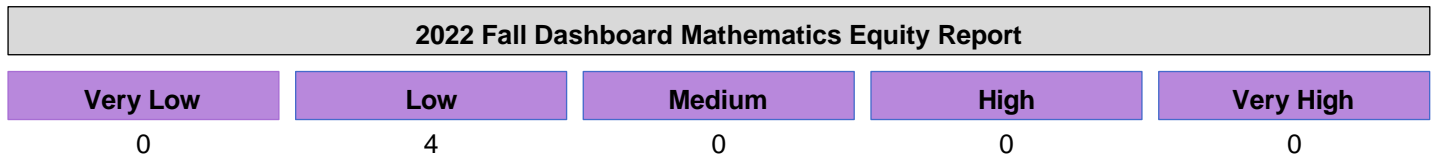
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

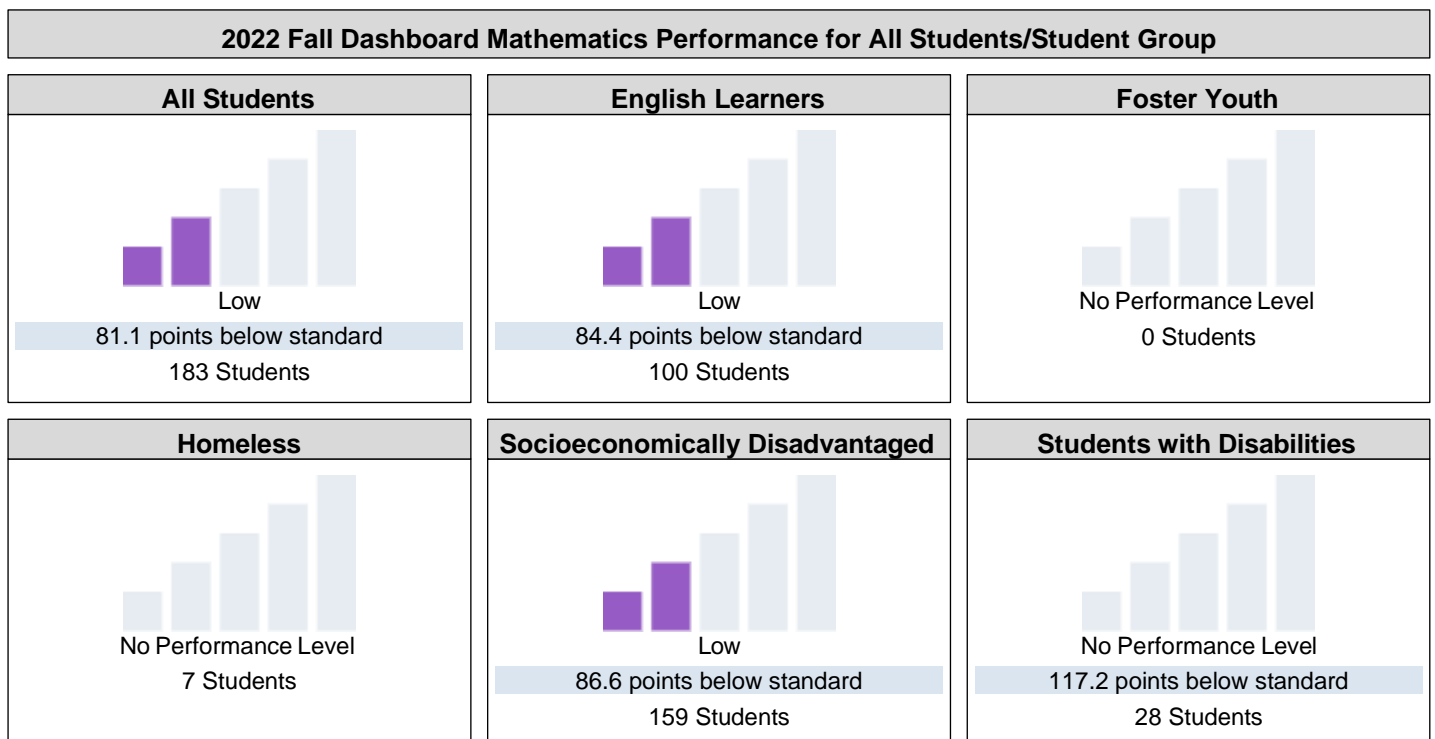
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



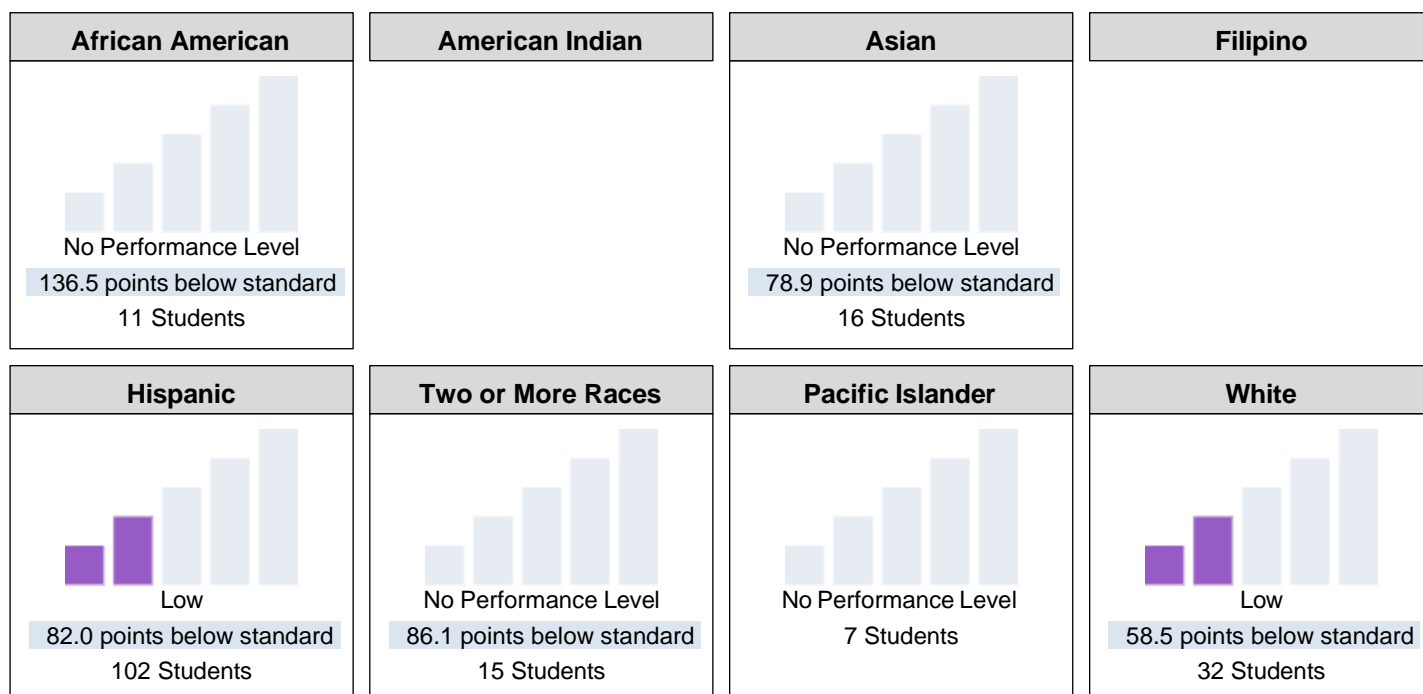
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
104.2 points below standard 80 Students	5.3 points below standard 20 Students	82.7 points below standard 79 Students

### Conclusions based on this data:

1. All student groups are scoring in math at the same rate in the 81-86 points below standard range, with the exception of Students with Disabilities.
2. Even though WRE has 11 Black and/or African American, this subgroup is performing 136.5 points below standard, which is 55.4 points below the average student at WRE. This is a huge discrepancy.
3. Current English learners are 104.2 points below standard, which is 21.5 points more than their English Only peers.



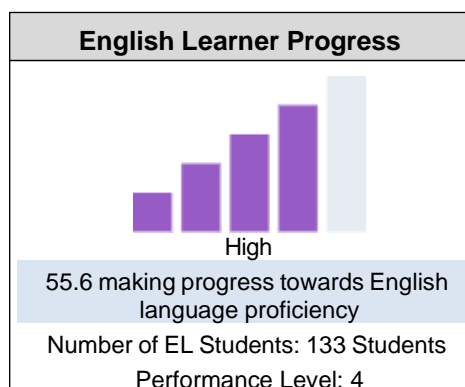
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 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.

### 2022 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
11.3%	33.1%	0.8%	54.9%

#### 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. During 2022-2023 we conducted over 38 initial ELPAC assessments with the majority of students as newcomers and scoring a 1 on the ELPAC.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

**Conclusions based on this data:**

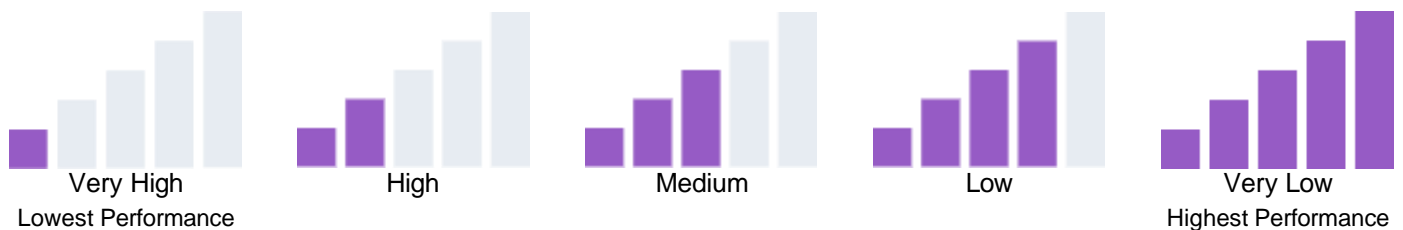
- |    |     |
|----|-----|
| 1. | N/A |
| 2. | N/A |
| 3. | N/A |

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



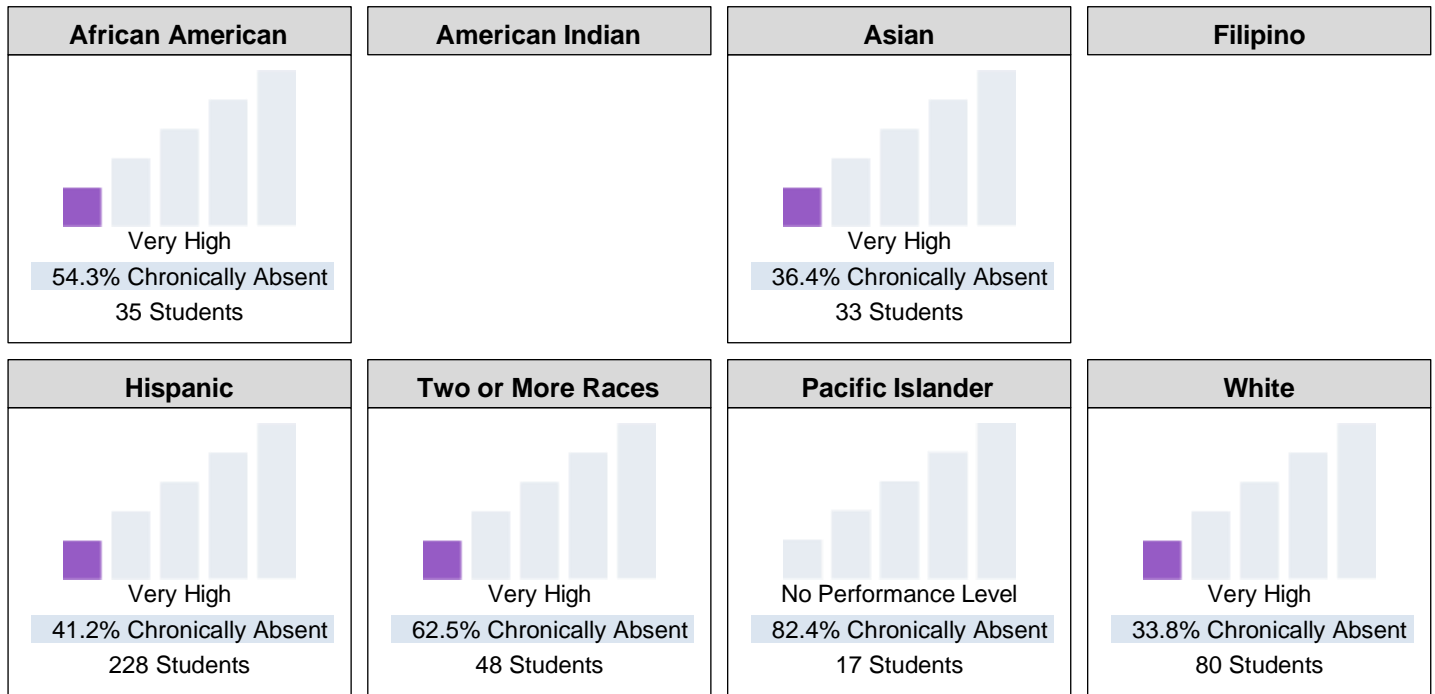
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
9	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very High</p> <p>44.4% Chronically Absent</p> <p>441 Students</p>	<p>Very High</p> <p>33.5% Chronically Absent</p> <p>188 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>1 Student</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Very High</p> <p>54.3% Chronically Absent</p> <p>35 Students</p>	<p>Very High</p> <p>46% Chronically Absent</p> <p>389 Students</p>	<p>Very High</p> <p>55.4% Chronically Absent</p> <p>65 Students</p>

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



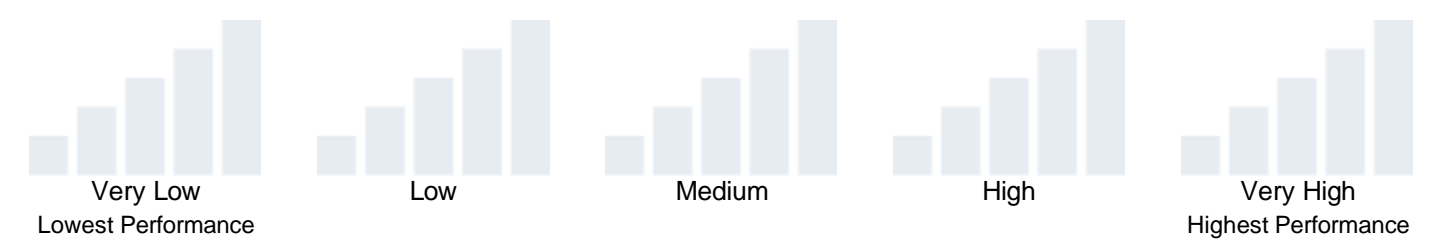
### Conclusions based on this data:

1. WRE continues to have too many at risk student groups who are chronically absent.
2. WRE must continue to make attendance an area of focus for parent education through weekly newsletters. We have implemented an attendance task force and sent several cases to FCUSD's School Attendance Review Board this year when there has been no response or improvement to School Attendance Review Team meetings.
3. Students with Disabilities and experiencing home insecurity continue to show great increase in absenteeism. Our Community School program will help to remove barriers for these students and families.

# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

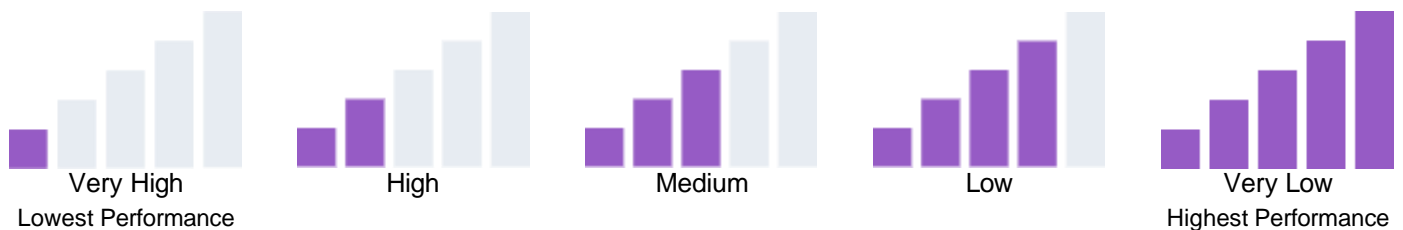
1. N/A
2. N/A
3. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



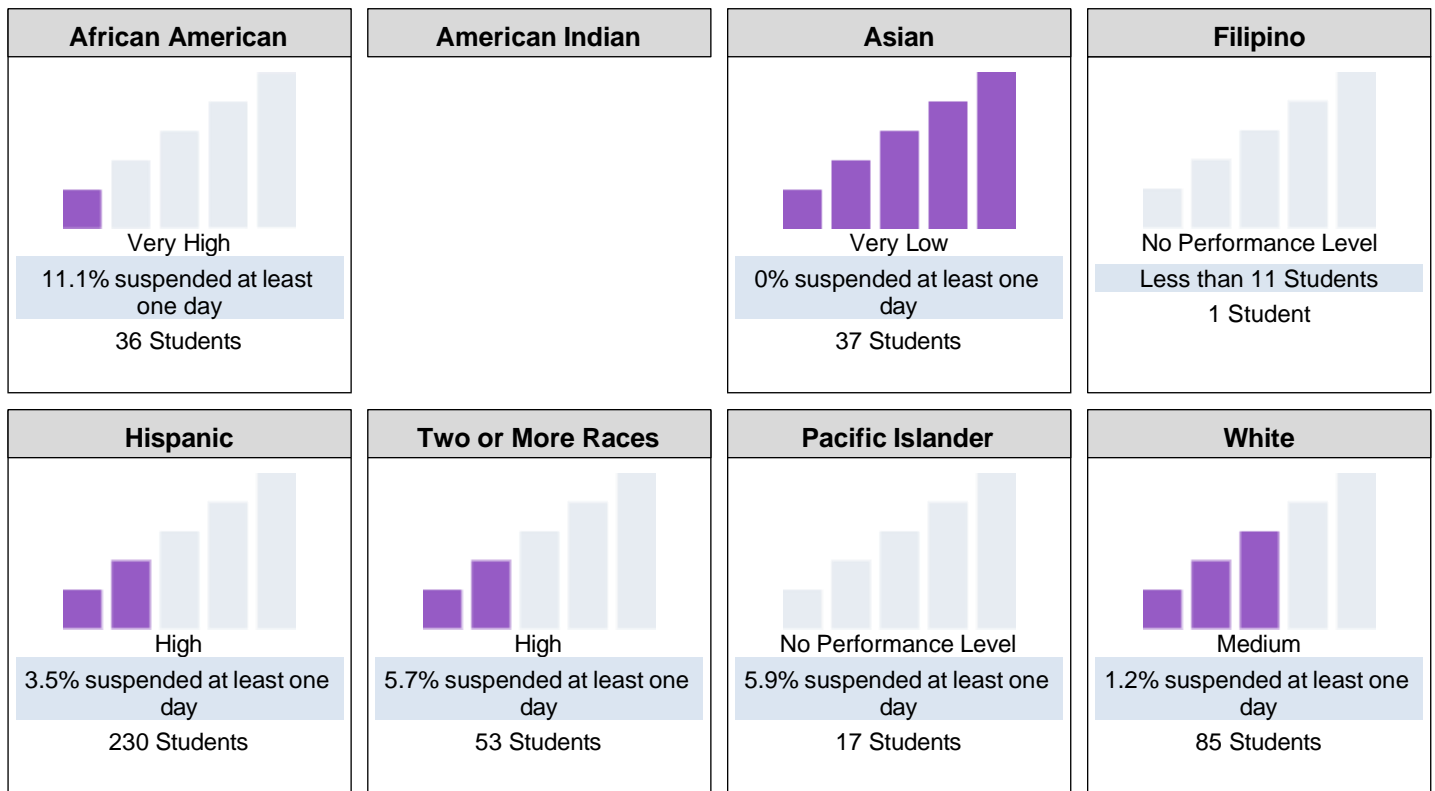
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
2	3	3	0	1

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>High</p> <p>3.7% suspended at least one day</p> <p>459 Students</p>	<p>Medium</p> <p>2% suspended at least one day</p> <p>196 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>1 Student</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Medium</p> <p>2.6% suspended at least one day</p> <p>39 Students</p>	<p>High</p> <p>3.2% suspended at least one day</p> <p>404 Students</p>	<p>Very High</p> <p>12.9% suspended at least one day</p> <p>70 Students</p>

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. Suspensions were at an all-time low in 2019 due to Covid-19 restrictions. The number of suspensions has increased since the time our site was closed for COVID, but that is to be expected. As a site, WRE continues to see students with serious violations that involved injury, or threats to staff/student safety. We have put in place systems, programs and personnel to proactively work with students who struggle in this area and have seen great improvement. 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. Through our Community School funding we are excited to add a part time behaviorist. In addition, we will add a full time Sacramento County Office of Education MHS to our support team.
3. Even though there was a significant decline in suspensions across all student groups, suspensions of African American students remain in the very high category. However, that is approximately 3 students out of 459, thus the percentage will be higher when a small subgroup is isolated against larger subgroups.

# 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 the adopted curriculum and SEL. In 2019 FCUSD started its own new teacher induction program for beginning teachers. Mentors from our District provide support and Coaching.

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 following computerized program to monitor student progress 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, plus teachers who are new to WRE.

1.2 Continue to complete monthly facility inspections.

1.3 Create access and training to support linguistically and culturally responsive instruction.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1.1 Credential Audit	1.1 100% of Teaching Staff are Appropriately assigned based off of their credential	1.1 Maintain 100%
1.2 Facilities Audit	1.2 100% of WRE Facilities are in good repair	1.2 Maintain 100%
1.3 Instructional Materials Audit	1.3 100% of WRE Instructional Materials are accessible	1.3 Maintain 100%



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

## Strategy/Activity 1

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

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

All students, with an ATSI targeted focus on students at WRE who are systemically not showing academic achievement. (African American, Asian, Homeless, Students with Disabilities, Two or More Races)

### Strategy/Activity

Funding for WRE's Curriculum and Instructional Coach who supports systematic MTSS targeting achievement for all in grades TK-5. In addition, this teacher provides coaching for all educators to ensure students of two or more races, students with disabilities, housing insecure, Asian and African American have access to best practices in first 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)
10000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Curriculum and Instructional Coach
2000	LCFF - Supplemental 3000-3999: Employee Benefits Curriculum and Instructional Coach
34795	Title I 3000-3999: Employee Benefits Employee benefits- Instructional Coach
88764	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach

## 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 two Intervention teacher to support small group instruction across all grade levels in math and ELA. Increased focus on the following students who have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

### 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)
49837	Title I 1000-1999: Certificated Personnel Salaries Intervention Teacher #1 K-5th grade
19536	Title I 3000-3999: Employee Benefits Employee Benefits Intervention teacher #2 K-5th grade
6220	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention Teacher #2 K-5th grade
2000	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits for Intervention teacher #2
30268	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention Teacher #1 K-5th grade
10000	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits Intervention Teacher #1

### Strategy/Activity 3

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

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

Intermediate students with a focus on those who fall into ATSI categories of: African American, Asian, Homeless, Students with Disabilities, Two or More Races)

#### Strategy/Activity

Students in 4th-5th grades will have a ratio of 1:26

#### 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)
47000	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher to reduce class size in intermediate grades- Learning Recovery Funding
20000	Learning Recovery 3000-3999: Employee Benefits

Employee Benefits- Teacher to reduce class size in intermediate grades- Learning Recovery Funding

## Strategy/Activity 4

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

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

All Students- targeted focus on students who are: African American, Asian, Homeless, Students with Disabilities, Two or More Races

### Strategy/Activity

Provide Certificated Substitute teachers to cover classrooms to allow new teachers to attend trainings and access academic coaching. In addition, provide all teaching staff release time for opportunities to collaborate on best practices for specific student need.

### 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)

5000

#### Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Fund substitute teachers to cover classes for collaboration, trainings and coaching

## Strategy/Activity 5

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

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

All Students and Families, especially those who qualify as Title I or have been identifies as ATSI- African American, Asian, Homeless, Students with Disabilities, Two or More Races

### Strategy/Activity

Through the Community School Grant, hire a credentialed Student Support Specialist to bridge school, community and home to provide resources for the whole child and family.

### 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)

25000

#### Source(s)

California Community Schools  
1000-1999: Certificated Personnel Salaries  
CCSPP funding for the Student Support Specialist

10000

California Community Schools  
3000-3999: Employee Benefits

## Strategy/Activity 6

### 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) to best support students who are systemically not showing progress and fall into the ATSI categories: African Americans, Asian, Homeless, Students with Disabilities, Two or More Races.

### 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)

1000

#### Source(s)

LCFF - Supplemental  
4000-4999: Books And Supplies  
Teacher resources for SEL materials to support students' mental health and engagement needs.

## Strategy/Activity 7

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

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

Teachers and All Students

### Strategy/Activity

Funding for teachers to attend professional development and/or collaboration after contract hours to improve instruction for all students, including student subgroups who are the focus of our ATSI- African American, Asian, Homeless, Students with Disabilities, Two or More Races

### 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)

1250

#### Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Pay hourly rate to compensate for certificated employee's time in after school PD, Collaboration, RTI, SSTs, ESNB.

2636

LCFF - Supplemental  
3000-3999: Employee Benefits

## Strategy/Activity 8

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

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

All students, especially those who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

### Strategy/Activity

Provide educators with supplies, materials and resources that ensure classroom instruction is being presented linguistically and culturally responsive to meet the social, physical, cultural and emotional well-being of all 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)

7500

#### Source(s)

LCFF - Supplemental  
4000-4999: Books And Supplies  
Any teaching materials that support learning for all.

## Annual Review

### SPSA Year Reviewed: 2022-23

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 2022-2023 school year, we revised our Master Schedule to target ELA and math by blocking out time and human resources to create small instructional groups to provide differentiation in both core subjects two times a day in each grade level. This made for a very busy school, and we were not always able to support students at the most optimal time of day. For example, First Grade had their ELA MTSS instruction at the end of the day. As shown by our Renaissance (math and ELA) and SIPPS data, students in all grade levels showed growth in both topics. In addition, WRE made a conscious effort to train all staff on the continued implementation of Responsive Classroom and ZOR which made a powerful impact on our students' ability to engage in their schoolwork and with their peers and teachers.

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

and staff. Furthermore, there were various positions that became vacant mid-year that impacted our ability to staff small groups, interventions and classrooms. This made it very difficult to gain traction with implementation of our MTSS and intervention programs. While we were able to train many teachers in most intended areas, one that needs continued focus is training for all paraeducators and teaching staff in designated ELD.

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.

As a result of our staff end of the year survey and reflection by the Guiding Coalition, the Master Schedule has been revised to ensure that foundational reading skills are taught before lunch. In addition, we have created a block schedule that will be less disruptive to learning and routines if there is a staff absence. To address chronic absenteeism, WRE will continue to educate families and staff regarding the impact of absences and hold SART and SARB meetings when needed. In addition, the policy changes regarding absences for COVID-19 for staff and students will make it easier for a quick return to school/work. The role of Title I Academic Coach has been changed to Curriculum and Instructional Coach. This new role will be providing embedded support for teachers in all academic and SEL areas. As a result, teachers and paraeducators will have support for the latest and best practices for our students.

# 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 95%.

2.3 Provide behavioral supports and other means to a suspension through transformational SEL, trauma informed teaching, and restorative practices.

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 schoolwide and with all faculty.

2.3 Through our Community School Grant, fund a Behaviorist to address student behavior in a systematic and child centered manner.

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 Ongoing 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 (refreshments, childcare, translation services during family events), 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, Kiwanis, Soil Born, and Shoes that Fit.

2.5 Through our Community School Grant, establish new relationships with local nonprofit organizations and companies to support our school during the holidays, specifically Thanksgiving and Christmas.

2.5 Through our Community School Grant, offer parenting support through the University of Davis.

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

## Identified Need

2.1 Time for WRE Attendance Team (Administrator, Student Support Specialist, Attendance Clerk) to review bi-weekly (2x a month) attendance reports, call parents, and/or perform home visits.

2.3 Tangible incentives for positive student behavior, attendance, and engagement.

2.3 PD for all staff to implement Responsive Classroom and Zones of Regulation.



2.3 Provide support for families through connecting to our Student Support Specialist and/or MHS 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, with the support of the Administration and our Student Support Specialist, to maintain a social media presence via Facebook, and the school site website, and create a monthly interactive newsletter through SMORE.

2.6 Purchase new signage across the site that clearly provides success criteria for utilizing different areas of WRE (parking lot, hallways, playground, bathrooms, office).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2.1 Attendance Rate	2.1 91%	2.1 95%
2.3 Suspension Rate- of students is not SDC.	2.3 21 suspensions for students not in SDC	2.3 15 suspensions of students not in SDC
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 Three SEL Trainings to Classified and Certificated Staff	2.3 0/3 Certificated Trainings 0/3 Classified Trainings	2.3 3/3 Certificated trainings 3./ Classified trainings
2.4 WRE will have a social media presence on Facebook and Instagram	2.4 Facebook is established, add Instagram	2.4 Both Facebook and Instagram
2.5 WRE will have five community partners.	2.5 3/5 community partners	2.5 5/5 community partners
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 and staff especially students who qualify as Title or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

#### Strategy/Activity

Assistant Principal Position

#### 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)
116356	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal works closely with families, staff and students regarding attendance/behavior/SEL/mental health
29409	LCFF - Supplemental 3000-3999: Employee Benefits Employee benefits- Assistant Principal

## Strategy/Activity 2

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

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

All students and families especially students who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

### Strategy/Activity

Staffing for parent communications: BIAs for translations during parent teacher conferences, IEP and SST. Substitute teacher salaries to cover staffing so teachers can attend parent meetings, or attend collaboration, coaching, PD or training.

### 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)
5000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute salaries for collaboration on ESNB, IEP, SST and staff attendance at PD/Conferences supporting SEL/Behavior/PBIS
10607	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries BIA support for increased family/community engagement
3816	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits- classified support

## Strategy/Activity 3

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

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

All students and families, especially students who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

#### Strategy/Activity

Additional hours to support student attendance, community communications, and parent 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)

9603

##### Source(s)

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries  
Attendance Clerk, additional time to support communication with families and improved attendance

3455

LCFF - Supplemental  
3000-3999: Employee Benefits  
Employee Benefits-attendance clerk

#### Strategy/Activity 4

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

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

All students and parents especially students who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

#### Strategy/Activity

Fund additional hours for a Health Assistant to support students with injury/illness and promote return to 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)

9128

##### Source(s)

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries  
Fund additional hours for Health Assistant

3324

LCFF - Supplemental  
3000-3999: Employee Benefits  
Employee Benefits

#### Strategy/Activity 5

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

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

Students and families especially students who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

#### Strategy/Activity

Programs and field trips to support student/family engagement, academic engagement, and school connectedness.

#### 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)

2250

#### Source(s)

LCFF - Supplemental  
5000-5999: Services And Other Operating Expenditures  
Funding for Early Intervention Program and Special Friends Intervention

5000

LCFF - Supplemental  
5800: Professional/Consulting Services And Operating Expenditures  
SEL/Science events and assemblies

### Strategy/Activity 6

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

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

All Students and families especially students who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

#### Strategy/Activity

Fund the position of Parent Coordinator to support school to home communication and build community relationships.

#### 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)

8687

#### Source(s)

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries  
Parent Coordinator to enhance school to home communication and school programs

3126

LCFF - Supplemental  
3000-3999: Employee Benefits  
Employee Benefits- Parent Coordinator

### Strategy/Activity 7

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

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

All Students especially students who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

#### Strategy/Activity

Provide classified staff additional hours to attend PD/collaboration that supports positive school climate and student engagement, provide extra support for students, families, and clerical that enhances attendance, family engagement, or interventions (academic or 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)

5000

#### Source(s)

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries  
BIAs: translate conferences, family meetings, documents, teacher meetings, SSC, ELAC and during before and after school events. Yard Staff: extra support  
All Classified: PD, provide interventions before or after school, provide extra clerical support

4276

LCFF - Supplemental  
3000-3999: Employee Benefits  
Benefits for employees- classified

### 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 especially students who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

#### Strategy/Activity

Support culturally and linguistically responsive classrooms with 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)

1500

#### Source(s)

LCFF - Supplemental  
4000-4999: Books And Supplies  
Books for students and staff to enhance our SEL programs

14991	LCFF - Supplemental 4000-4999: Books And Supplies materials and supplies to support student and staff to implement PBIS, family-community engagement, and interventions.
2500	LCFF - Supplemental 4000-4999: Books And Supplies purchase technology to support communications on campus amongst staff. In addition, equipment such as headphones, mice, iPad, and funding to replace outdates/broken technology.

## Strategy/Activity 9

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

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

All students and staff especially students who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

### Strategy/Activity

Accessible, clear and consistent communication from school to home

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF - Supplemental 4000-4999: Books And Supplies purchase digital licenses for communication
2500	LCFF - Supplemental 4000-4999: Books And Supplies Provide refreshments during family engagement events like promotion, RFEP Celebrations, Coffee with the Principal, SSC, ELAC
500	LCFF - Supplemental 5900: Communications postage

## Strategy/Activity 10

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

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

All students and families especially students who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

### Strategy/Activity

Employ a Student Support Specialist to oversee the implementation of WRE's Community School Grant and services that enhance parent and 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)
30000	California Community Schools 1000-1999: Certificated Personnel Salaries Student Support Specialist
11806	California Community Schools 3000-3999: Employee Benefits Student Support Specialist benefits

### **Strategy/Activity 11**

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

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

All students especially students who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

#### **Strategy/Activity**

Employ a part time Behavior Specialist to consult and provide PBIS Behavior Plans for students who are struggling to engage in schoolwork and activities.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
45608	California Community Schools 2000-2999: Classified Personnel Salaries Behavior Specialist
17878	California Community Schools 3000-3999: Employee Benefits Behavior Specialist benefits

### **Strategy/Activity 12**

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

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

All students especially students who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

#### **Strategy/Activity**

Contract with the University of Davis PC Care program that offers in-home parent support for behavior and promoting healthy relationships.

**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)

8750

Source(s)

California Community Schools  
5800: Professional/Consulting Services And  
Operating Expenditures  
UCD PC Care

**Strategy/Activity 13****Students to be Served by this Strategy/Activity**

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

All students and families especially students who qualify as Title I or have been identified as ATSI:  
African American, Asian, Homeless, Students with Disabilities, Two or More Races

Strategy/Activity

Mileage for our Student Support Specialist to conduct home visits and provide transportation to families in need to gain access to resources.

**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)

900

Source(s)

California Community Schools  
5000-5999: Services And Other Operating  
Expenditures  
Mileage

**Strategy/Activity 14****Students to be Served by this Strategy/Activity**

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

All students and families especially students who qualify as Title I or have been identified as ATSI:  
African American, Asian, Homeless, Students with Disabilities, Two or More Races

Strategy/Activity

Provide technology resources and equipment for implementation of WRE's Community School.

**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)

California Community Schools



4000-4999: Books And Supplies  
any technology equipment needed to support communication and implementation of WRE's Community School

## Strategy/Activity 15

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

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

All students, especially students who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

### Strategy/Activity

Employ a Restorative Specialist to support students with integrating SEL strategies in and out of the classroom.

### 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)

24007

#### Source(s)

California Community Schools  
2000-2999: Classified Personnel Salaries

16786

California Community Schools  
3000-3999: Employee Benefits

## Annual Review

### SPSA Year Reviewed: 2022-23

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 2022-2023 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 every day and created a master schedule that supported this initiative. We expanded our work with ZOR, training 90% of our staff and faculty on how to identify emotions and create an individualized "tool chest" of coping strategies when emotions become too big for a specific setting. Along with these programs, as a site, we were dedicated to teaching Steps to Respect with fidelity. The leadership team learned about behavior RTI with a book student, "Don't Suspend Me," where we worked with students to build skills, create support, and keep students in school. We continued our weekly focus on our school wide 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.

Attendance did improve, but not to 96%. Covid-19 still impacted student attendance and we are still retraining and supporting families/students regarding school attendance from some learned behaviors during the pandemic.

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

With the implementation of Community School program, we will have better access and exposure to community partners, support to resources to remove barriers that prevent consistent attendance and hire a part time behaviorist to help students with behavior modification.

# 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: High quality instruction with access to broad course of study

## 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 (teachers and para educators) with opportunities for PD to optimize classroom instruction and practices around the following: Math, Science of Reading integration, SEL, Step Up to Writing, and trauma informed teaching.  
3.2 We will optimize our PLT work during Common Planning Time to improve student learning through collaboration.  
3.2 Provide teachers time during the workday and after school for Student Study Team Meetings, Every Student by Name, grade level collaboration of units of study, and training.  
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.  
3.3 Classrooms will have Bilingual Para Educators assigned to their classrooms on a daily basis to support students who speak Russian, Armenian, and Spanish.  
3.4 WRE will continue to expand opportunities in STEM education through the use of the adopted science curriculum TCI and Mystery Science.  
3.4 Partner with Science Alliance to provide Family Science nights, bi-monthly classroom lessons, and an assembly.  
3.4 Fund academic field trips that provide experiences with STEM.

## Identified Need

3.1 Increase teacher efficacy through collaboration and PD in literacy, math, writing, science, and SEL that supports first instruction that is inclusive and culturally responsive to ensure all students, especially those identified as our ATSI (African American, Asian, Homeless, Students with Disabilities, Two or More Races) are being targeted.  
3.1 Embed FCUSD's and WRE's PD needs systematically into our CPT while maintaining time for collaboration.  
3.3 Continuous improvement to support our ELs within our MTSS system.

## 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.	10/20 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 and coaching on EL instructional strategies.	0/20 have been to PD in 2023-2024	20/20 General Education teachers will have attended PD to improve EL instruction
Provide STEM interactive programs and field trips schoolwide.	0/15 classroom experiences 0/1 schoolwide assembly 0/1 Family Science Night	15/15 classroom experiences 1/1 schoolwide assembly 1/1 Family Science Night

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 students who qualify as Title I or have been identifies as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

### Strategy/Activity

Fund additional certificated positions: Curriculum and Instructional Coach, two intervention teacher, one intermediate class size reduction teacher

### 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)
2388	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Maintain Instructional Coach to help close the achievement gap by monitoring student growth and coaching teachers across the curriculum.
2000	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits- Instructional Coach
30000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries K-5th Grade Intervention Teacher #1
10000	LCFF - Supplemental 3000-3999: Employee Benefits

	Employee Benefits- Intervention Teacher #1
3110	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries K-5th Grade Intervention Teacher #2
1000	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits #2
20000	Learning Recovery 1000-1999: Certificated Personnel Salaries Certificated teacher to lower class size in 4th and 5th grades-
7345	Learning Recovery 3000-3999: Employee Benefits Employee Benefits- 4/5 teacher

## Strategy/Activity 2

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

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

All students especially students who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

### 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)
7500	LCFF - Supplemental 4000-4999: Books And Supplies Supplies and materials to support best teaching practices for ELLs, in math, writing, science and literacy
2500	LCFF - Supplemental 4000-4999: Books And Supplies Technology equipment and supplies such as headphones, mice, iPads, including funding to replace broken/outdated equipment.
1500	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Purchase software/licenses to support students with STEM, SEL, Reading and EL.
4500	LCFF - Supplemental

4000-4999: Books And Supplies  
Purchase books for classroom libraries that are current on STEM and worldwide issues. Books that are also culturally relevant and inclusive. Decodable books to support SOR that capture the attention of older struggling readers as well as foundational reading skills.

### Strategy/Activity 3

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

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

All staff and students especially students who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

#### 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 for then implement before and after school interventions for all students with an intentional focus on students in the following subgroups: students with disabilities, EL, white, and students of two or more races. WRE will also provide certificated substitutes for teachers/staff to attend 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)

4000

LCFF - Supplemental  
5000-5999: Services And Other Operating Expenditures  
Conferences, workshops, online PD for all staff

5000

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries  
IA and BIA salaries to operate before and after school programs for student groups not making adequate progress.

5000

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Substitute teacher funding to allow teachers to attend PD/training

2000

LCFF - Supplemental  
3000-3999: Employee Benefits  
Benefits for IA, BIA, and substitute teachers.

2500

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Certificated staff salary to attend trainings/PD outside of their workday

2000	LCFF - Supplemental 3000-3999: Employee Benefits Certificated benefits
100	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures employee mileage to travel to trainings

## Strategy/Activity 4

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

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

All students especially students who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

### Strategy/Activity

Funding to support learning for students who are ELLs and newcomers.

### 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)
36331	LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA support newcomers and ELLs access core curriculum and literacy
13144	LCFF - Supplemental 3000-3999: Employee Benefits BIA benefits

## Strategy/Activity 5

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

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

All students and families especially students who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

### Strategy/Activity

Employee a Student Support Specialist to support teachers with SEL implementation, connect families to services, and bridge home and school.

### 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)
26137	California Community Schools

	1000-1999: Certificated Personnel Salaries Student Support Specialist
10000	California Community Schools 3000-3999: Employee Benefits Student Support Specialist benefits

## Strategy/Activity 6

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

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

All students especially students who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

### Strategy/Activity

Access to academic field trips and interactive programs (on school site) 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)
5000	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Funding for assemblies that enhance our STEM, SEL and EL programs.
10000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Funding field trips, in person, interactive on site, or virtual, that support our core programs.
2000	LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Funding for transportation to/from field trips that support our core EL, STEM and SEL programs.

## Strategy/Activity 7

### 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 primary students and early literacy. ATSI (African American, Asian, Homeless, Students with Disabilities, Two or More Races) will benefit by having extra supports during small group instruction and during independent work.

### Strategy/Activity

Funding for 2, four-hour para educators to support students with literacy.

### 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)
4752	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Para educator to support early literacy
2504	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for para educators

### Strategy/Activity 8

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

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

All students with an added emphasis on students identified as ATSI (African American, Asian, Homeless, Students with Disabilities, Two or More Races) who may find learning more difficult due to Adverse Childhood Events (ACES).

#### Strategy/Activity

Provide EIP and PIP for students struggling to connect with their peers and/or staff.

#### 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)
2250	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures EIP and PIP interventions

### Strategy/Activity 9

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

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

All student, families and staff especially students who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

#### Strategy/Activity

Create a safe, warm and welcoming environment for academic meetings/celebrations (Coffee with Principal, RFEP Celebration, Achievement Awards, Science Nights, Staff PD/Trainings, ELAC, SSC) by providing refreshments and needed materials.

#### Proposed Expenditures for this Strategy/Activity

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



Amount(s)	Source(s)
2500	LCFF - Supplemental 4000-4999: Books And Supplies Refreshments and materials for academic/SEL meetings

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

WRE staff were successful with functioning in their PLTs while learning to use the new Renaissance data to guide their targeted instruction. Students enjoyed multiple STEM field trips and assemblies throughout the school year. Staff was trained in ELD strategies during our monthly staff meetings and had access to ELD supports through our BIAs and Intervention Teachers.

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 able to offer faculty and staff many opportunities to grow in practice through PD.

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 continue to focus on student engagement and addressing our practices around teaching our EL students. Furthermore, we are adding a schoolwide focus on teaching writing through the Step Up to Writing curriculum. We will also be making the shift from solely suing the SIPPS phonics program to adding Heggerty and UFLI to support students who are not showing gains with SIPPS and add to our phonics teaching tools. In math, several grade level teachers are taking the opportunity to create math units from the San Francisco Math curriculum while learning and implementing practices from, Building a Thinking Classroom.

# 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 common 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/UFLI	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 a targeted focus on students who are systemically not showing academic achievement. (African American, Asian, Homeless, Students with Disabilities, Two or More Races)

### Strategy/Activity

Funding for WRE's Curriculum and Instructional Coach who supports across all grade levels with a focus on systematic MTSS that targets achievement for all TK-5 grade students. This coach will support general education teachers with best practices for first instruction in literacy and ELD.

### 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)
4778	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Curriculum and Instructional Coach
2729	LCFF - Supplemental 3000-3999: Employee Benefits Employee benefits for Curriculum and Instructional Coach

## Strategy/Activity 2

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

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

All students especially students who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

### Strategy/Activity

Funding for two Intervention teachers to support small group instruction across all grade levels in math and ELA. Increased focus on the following students who have been identify as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races.

### 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)
35000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention Teacher #1 K-5th grade
17345	LCFF - Supplemental 3000-3999: Employee Benefits Benefits Intervention teacher #1
20000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention teacher #2 TK-5th grades
8497	LCFF - Supplemental 3000-3999: Employee Benefits Benefits Intervention teacher #2

### Strategy/Activity 3

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

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

All staff and students All students and families especially students who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

#### Strategy/Activity

Staffing and compensation to provide certificated staff opportunities to collaborate and/or attend PD to improve student achievement in academics especially those students who are identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

### 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)
5000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute salaries to cover teachers to attend PD, SST, ECBN to support academic achievement
1250	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

	Funding for Certificated Staff to attend PD/Collaborative meetings after contract hours
1000	LCFF - Supplemental 3000-3999: Employee Benefits Certificated benefits

## 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 families especially students who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

### Strategy/Activity

Funding for Classified positions to support student learning, specifically those students who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

### 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)
36331	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Fund BIAs to support ELL during instruction and translate parent/teacher meetings regarding student achievement.
13000	LCFF - Supplemental 3000-3999: Employee Benefits BIA benefits
30000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries TK-5 grade Paraeducator salaries to support small group instruction in literacy and math
10000	LCFF - Supplemental 3000-3999: Employee Benefits General education Paraeducator benefits

## Strategy/Activity 5

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

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

Intermediate students especially students who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

### Strategy/Activity

Use an intervention teacher to lower class size in 4th and 5th grades to 26:1 to allow for more targeted instruction the entire day in reading and math.

### 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)
28268	Learning Recovery 1000-1999: Certificated Personnel Salaries Intermediate intervention teacher to lower class size
10000	Learning Recovery 3000-3999: Employee Benefits Intervention 4/5 teacher benefits

### Strategy/Activity 6

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

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

All students, especially those who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

#### Strategy/Activity

Funding to train TK-5th grade classified staff who work in general education and special education classrooms to ensure support instruction in early literacy, reading, writing and math is conducted correctly.

### 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)
5000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Funding for classified staff to be trained in best academic practices
2000	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for classified 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 with an emphasis on students who are identified as ATSI African American, Asian, Homeless, Students with Disabilities, Two or More Races

#### Strategy/Activity

Funding for supplies, activities, and materials, including equipment/technology to support quality first instruction in early literacy, reading, math, ELD, science and our Special Education classroom.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF - Supplemental 4000-4999: Books And Supplies Decodable Books, LETRS, Heggerty, SIPPS, Soliday, Step Up to Writing- math/ELD instruction
7500	LCFF - Supplemental 4000-4999: Books And Supplies Supplies and materials to support best teaching practices
3000	LCFF - Supplemental 4000-4999: Books And Supplies Technology equipment to support STAR, CAASPP and ELAC testing along with daily Renaissance integration.
1500	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Student licenses for software programs like Zearn, SEL programs or vetted math or reading programs.
5000	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Hire companies to perform assemblies, parent engagement nights to support STEAM

### Strategy/Activity 8

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

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

All staff, students and families especially students who qualify as Title I or have been identified as ATSI: African American, Asian, Homeless, Students with Disabilities, Two or More Races

#### Strategy/Activity

Support culturally and linguistically responsive classrooms by providing opportunities for PD/conferences.

### 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)
4000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures PD: Responsive Classroom Training, SEL, ZOR PD, First Instruction Best Practices, Step up to Writing, SOR, Math
100	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures mileage for training/conferences

## Annual Review

### SPSA Year Reviewed: 2022-23

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 2022-2023 school year ten staff members attended a Solution Tree conference, four attended a math conference, and staff meetings were used to train in ELD practices, trauma informed classroom practices, and PLT processes. Over 50% of faculty have started or completed LETRs training and begun the journey to implement Heggerty and UFLI for systematic phonics instruction.

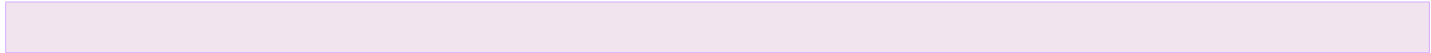
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were able to offer faculty and staff many opportunities to grow in practice through PD. However, staff and students' attendance continue to be barrier for achievement.

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 continue to focus on student engagement and addressing our practices around teaching our EL students. Furthermore, we are adding a schoolwide focus on teaching writing through the Step Up to Writing curriculum. We will also be making the shift from solely using the SIPPS phonics program to adding Heggerty and UFLI to support students who are not showing gains with SIPPS and adding to our phonics teaching tools. In math, several grade level teachers are taking the opportunity to create math units from the San Francisco Math curriculum while learning and implementing practices from, Building a Thinking Classroom. FCUSD has adopted an Assessment Matrix for the 2023-2024 school year that allows teachers to follow a systematic approach to intervention and enrichment. This matrix outlines appropriate assessments to use and which curriculums to offer to support student achievement.





# 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	\$1,252,428.00

## 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	\$192,932.00

Subtotal of additional federal funds included for this school: \$192,932.00

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 (\$)
California Community Schools	\$229,372.00
LCFF - Supplemental	\$697,511.00
Learning Recovery	\$132,613.00

Subtotal of state or local funds included for this school: \$1,059,496.00

Total of federal, state, and/or local funds for this school: \$1,252,428.00

# 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	192,932	0.00
LCFF - Supplemental	697,511	0.00
Learning Recovery	132,613	0.00
California Community Schools	229,372	0.00

## Expenditures by Funding Source

Funding Source	Amount
California Community Schools	229,372.00
LCFF - Supplemental	697,511.00
Learning Recovery	132,613.00
Title I	192,932.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	608,733.00
2000-2999: Classified Personnel Salaries	219,447.00
3000-3999: Employee Benefits	309,407.00
4000-4999: Books And Supplies	61,991.00
5000-5999: Services And Other Operating Expenditures	26,600.00
5700-5799: Transfers Of Direct Costs	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	23,750.00
5900: Communications	500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	California Community Schools	81,137.00
2000-2999: Classified Personnel Salaries	California Community Schools	69,615.00
3000-3999: Employee Benefits	California Community Schools	66,470.00
4000-4999: Books And Supplies	California Community Schools	2,500.00
5000-5999: Services And Other Operating Expenditures	California Community Schools	900.00
5800: Professional/Consulting Services And Operating Expenditures	California Community Schools	8,750.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	293,727.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	149,832.00
3000-3999: Employee Benefits	LCFF - Supplemental	151,261.00
4000-4999: Books And Supplies	LCFF - Supplemental	59,491.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	25,700.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	15,000.00
5900: Communications	LCFF - Supplemental	500.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	95,268.00
3000-3999: Employee Benefits	Learning Recovery	37,345.00
1000-1999: Certificated Personnel Salaries	Title I	138,601.00
3000-3999: Employee Benefits	Title I	54,331.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	372,806.00
Goal 2	400,263.00
Goal 3	227,061.00
Goal 4	252,298.00

# 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
Giulia Favro-Farrugia	Classroom Teacher
Joanna Muniz	Other School Staff
Karen Peterson	Classroom Teacher
Sharon Griffin	Classroom Teacher
Jessica Vue	Parent or Community Member
Daniel Ward	Parent or Community Member
Alicia Stansbury	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
Lailuma Bator	Other School Staff Parent or Community Member
Rosa Castillo	Parent or Community Member
Ana Maria Dumitri	Parent or Community Member

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

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
  - a. The school's needs assessment.
  - b. The school's annual language census.
- c. Ways to make parents aware of the importance of regular school attendance.

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 8/15/2023.

Attested:



Principal, Kimberly Christerson on 8/15/2023



SSC Chairperson, Rosa Castillo on 8/15/2023

# 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](mailto:LCFF@cde.ca.gov).



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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## 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 **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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

# White Rock- Home of the Pony Express



## Agenda

### School Site Council

August 14th, 2023, 3:00-4:00

- Welcome/Introductions/Establish Quorum
- Approve minutes.
- Parent feedback on SPSA
- Sign SPSA
- Adjourn Meeting

# White Rock- Home of the Pony Express



## ***White Rock English Learner Advisory Committee Meeting***

**Location:** Cafeteria

**Date:** Monday, August 21st, 2023

**Time:** 8:30am- 9:15 am

### ***Agenda Items:***

- Welcome/Introductions/Establish Quorum
- Approve minutes from the previous meeting.
- Attendance
- RFEP (Reclassified Fluent English Proficient) Students
- Assessment Data
  - CAASPP
  - ELPAC
- Parent feedback on SPSA
- DELAC/ Voting
- Sign SPSA
- Suggestions/ comments/ concerns
- Adjourn Meeting

## SSC Meeting minutes for August 14, 2023

The meeting was called to order by Principal, Kimberly Christierson at 3:07 pm, Room 8, at White Rock Elementary.

Attended:

<b><u>SSC 3-4</u></b> Kimberly Christierson, Principal Joanna Muniz, Parent Coordinator Rosa Rios-Castillo, Parent, President SSC Sharon Griffin, Teacher Karen Peterson, Teacher Giulia Favro-Farrugia, Community School Liaison	
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Introductions:

Establish Quorum

Review role of SSC: by Christierson

Discussion:

Previous Agenda & Minutes Reviewed  
Motion to approve minutes made by Giulia Favro-Farrugia  
2nd: Rosa Rios-Castillo  
All In favor

Title 1 Spending 2022-23: discussion around review of the spending and outcomes (roughly \$228,000)

Funding for 2023-24 (roughly \$458,432, \$192,932 from Title 1) Budget provided to participants, review of expenditures towards all 4 goals.  
What do our students need?  
What does the data tell us?  
Review of current 2022-23 CAASPP Data/ELPAC/Attendance/Behavior  
Question/Discussion

Move to approve 2023-24 SPSA: Giulia  
2nd: Rosa.  
All in favor

Adjourned at 3:46 pm  
Motion to close: Kim  
2nd: Peterson.  
All in favor

Next meeting September 5, 2023 @ 3 PM

Minutes Prepared by Kim Christerson

# White Rock- Home of the Pony Express



## *White Rock English Learner Advisory Committee Meeting*

### **ELAC Meeting minutes for August 21, 2023**

The meeting was called to order by Principal, Kimberly Christierson at 8:30 AM, the cafeteria, at White Rock Elementary.

Attended:

#### **ELAC 8:30 AM**

Kim Christierson, Principal  
Lana Ponomarev, Translator  
Lailuma Bator, Translator  
Monica Marquez, Parents  
Miriam Perez, Parent  
Adelina Dumitov, Parent  
Sandra Gomez Ignacio, Parent  
Clememtine Contreras, Parent  
Maria Blanco, Parent  
Giulia Favro-Farruggia, Community Schools  
Sara McMinn, Instructional Coach  
Nereida Cabrera, Assistant Principal  
Rosa Rios-Castillo, Parent

L

Welcome/Introductions/Establish Quorum

Approve minutes from the previous meeting.

Motion to approve: Rosa

2nds: Giulia.

All approve.

### **Training on ELAC**

Purpose

Role



# White Rock- Home of the Pony Express

Elect/Nominate 2023-24 ELAC Members through Parent Ballot

Attendance 20-day Challenge information.

WRE Single Plan for Student Achievement

Assessment Data and how it drives decision making for expenditures. (Presentation/Discussion)

- CAASPP
- ELPAC
- SWIS Referrals- parents receiving clarification on referrals and role of behaviorists, school psychologist.

Parent feedback on SPSA

Voting for DELAC/ Chairperson/ Secretary: DELAC rep- Rosa Rios Castillo ELAC Chairperson- Ana Maria Dumitru ELAC Secretary- Sara McMinn

Move by Rosa Castillo to approve 2023-24 SPSA

2nd by Sara McMinn

All in favor

Sign SPSA- Ana Maria Dumitru

- Suggestions/ comments/ concerns
  - Food Service Concerns - 6 parents concerned their children reported frequent:
    - Frozen food/entree, Both Entres not available to older grades, Spoiled entrees, issues with fish entree

# White Rock- Home of the Pony Express

## Adjourn Meeting - 9:33 AM

Motion to close: Kim

2nd: McMinn

All in favor

Minutes Prepared by Sara McMinn

Date: 8/14/23

99 of 100

Date: 8/21/23



100 of 100