

2016-2017

The Single Plan for Student Achievement



White Rock Elementary School

School: White Rock Elementary School
CDS Code: 34673306033278
District: Folsom Cordova Unified School District
Principal: Sandy Spaulding
Revision Date: September 21, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

White Rock Elementary School's Vision and Mission Statements

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

Vision:

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

School and Community Profile

White Rock Elementary School is a Pre Kindergarten through 6th grade Title 1, Program Improvement site. White Rock also has a special day CEP (Counseling Enriched Program) for students identified as Emotionally Disturbed. Of our 506 students, 237 (47%) speak another language at home. 32% of our students speak Spanish. 92% of our students qualify for free and reduced lunch due to their socio-economic status, and there is roughly a 40% turnover (transiency) rate. For the next year, White Rock is a Probationary 2 site, which means that all students will receive free breakfast and lunch if they wish.

White Rock operates on a traditional schedule. During the first month of the 2015-16 school year, 499 students were enrolled in grades TK through six. The school's gender distribution is roughly equal. Our largest ethnic group, 40.48%, is Hispanic/Latino. Significant subgroups include Whites at 29.46% and African Americans at 17.64%. An Average of 80 1st through 6th grade students are enrolled in the ASES program until 6:00 pm.

Through our constant review of assessment data, teachers identify students who need additional academic support (or intervention). These targeted students receive intense intervention using research based and school board adopted instructional materials.

Our Parent Coordinator is assisting parents and community members who want to volunteer at our site. Bilingual Instructional Assistants work closely with students and parents to increase engagement in the school setting. Our Title 1 Academic Coach, and Intervention teachers work with students in small groups to address gaps in concepts. They also work with teachers to plan instruction, and assist with data analysis. Community members (like the Rotary, Sutterville Blke Company, Metro Fire Station 61, Masons and outside businesses) support our students with donations and the gift of their time.

Parents express the desire to understand their children's school experience. White Rock uses many of our resources to establish and maintain relationships with our parents through SSC, ELAC, Title 1 meetings, ESL classes for adults, family events, informational classes for parents and volunteer opportunities. We tailor our outreach in response to conversations that staff and administration have had with parents.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

2. 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 will qualify students for before and after school interventions as well as help identify needs for targeted instruction and Multi-Tiered Support System (MTSS) /SIPPS groupings.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All faculty are highly qualified and credentialed in multiple subjects.

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

White Rock Elementary is staffed at appropriate levels and all staff participate in professional development on site, at district level, and with SCOE.

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

All professional development is based on instruction and addresses the transition to Common Core. This year there is an additional focus on writing across the curriculum, implementing our new ela curriculum and continuing Professional Learning Communities.

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

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

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

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

Teaching and Learning

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

The teaching staff is participating in professional development in writing instruction. Teachers worked together to create a literacy plan which is not limited to expectations for instruction in phonics, common instructional strategy language, and building stamina in reading. In addition, the staff attend professional development provided by the district and SCOE.

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

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

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

The staff at our site follow the assessment pacing guide for Program Improvement schools in our district. These pacing guides have been modified to reflect the Common Core standards.

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

The Sacramento County Office of Education conducted a Williams Act review and White Rock Elementary was in compliance for instructional materials.

12. 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 implement SBE-adopted and standards-aligned instructional materials including Benchmark K-5 for ELA and Pearson Envision for math. In addition, teachers have been trained in the use of supplemental curriculum including, but not limited to ELD 60, SIPSS, LEXIA Core 5, i-Ready, STAR reading.

Opportunity and Equal Educational Access

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

Besides providing a regular core curriculum to all students, teachers utilize MTSS groupings. This model enables students to be grouped with other students at a similar level for reading and math instruction. Students receive instruction based on the needs of these groups. Students are also grouped by CELDT levels for EL instruction. In addition, our site offers before and after

school interventions as well as PIP, ASES, and Heritage Language School (Russian).

14. Research-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 STAR Reading, STAR Math, Core 5 LEXIA, I-Ready and SIPPS. All 3-6th staff are in the process of being trained in GLAD strategies to improve student engagement. The Principal and Title 1 teacher participate in a district PI school PLC that targets research-based educational practices.

Parental Involvement

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

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

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

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

Funding

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

Categorical funds are used to staff two Title 1 teachers who work with underperforming students. These funds are also used to provide professional development opportunities to staff, purchase supplemental support curriculum, instructional supplies, increase computer/mobile device access, and subscribe to web-based technology programs. Categorical funds also pays for our Parent Coordinator who assists families in their efforts to increase their children's academic growth.

18. Fiscal support (EPC)

Our school has access to EL funding, district support funds, Title 1, Title 2 and Title 3 funding.

Description of Barriers and Related School Goals

White Rock Elementary has found barriers to student achievement. At least 92% of our students qualify for free and reduced lunch (due to their low socio-economic status). Currently 237 of our students' primary language is not English. Finally, roughly 40% of our student population changes during the school year. This is a barrier because when students don't stay at the school, it is difficult for the staff to support students in their academic growth over the long term.

- White Rock staff is reaching out to parents to build a closer home-school connection in an effort to encourage families to remain at our site. We are implementing home visits in an effort to build relationships.
- Teachers focus on implementing effective research-based instructional strategies that provide access to all learners in the school.
- Students who enter the school with less academic skills will not be given less challenging curriculum. All students benefit from high expectations. Staff are involved in Professional Learning Communities to address instruction and student support using data to drive instruction.

- Teachers are being trained in the implementation of such engagement techniques as GLAD and PBIS- Positive Behavior Intervention.

Ten Components of a Schoolwide Program Plan 2015-16 School Year

For the 2015-16 school year, White Rock Elementary School will continue to operate as a Schoolwide Title I program. As required by NCLB Section 1114 (b) (1) for Schoolwide program plans, the following ten components are specifically addressed:

Component 1:

White Rock Elementary School has conducted a comprehensive needs assessment. Listed are the tools used and an analysis of the results.

Tool:

CELDT Scores and comparison over multi-year period.

Analysis of Results:

Kinder-6th grades- no official scores at this time.

Tool:

Oral Reading Passage (ORP)

Analysis of Results:

1st grade 7 students read less than 10 cwpm; 53 students read between 12 and 50 wcpm; 25 students read between 52 and 74; 8 students read between 86 and 99 wcpm; 3 read over 104 wcpm. Of the 2nd grade, 2 students read 0 cwpm; 6 students read between 25 and 50 wcpm; 15 students read between 54 and 76 wcpm; 21 students read between 77 and 100 wcpm; 16 read between 101 and 125 wcpm; and 8 students read over 128 wcpm. 3rd grade: 2 students read less than 5 wcpm; 8 students read between 36 and 50 wcpm; 14 students read between 56 and 75 wcpm; 13 students read between 77 and 100 wcpm; 19 students read between 102 and 120 wcpm; 11 read between 127 and 150 wcpm; and 6 students read over 157 wcpm. 4th grade: 4 students read less than 50 wcpm; 3 read between 51-75 16 students read between 76 and 100 wcpm; 24 students read between 101 and 125 wcpm and 18 read over 126 wcpm 5th grade: 4 students read between 52 and 66 wcpm, 7 students read between 77 and 98 wcpm; 13 students read between 102 and 125 wcpm; 7 students read over 128 wcpm. Scores for many 5th and 6th graders were not available.

Component 2: Schoolwide reform strategies currently in place provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

White Rock Elementary School has a schoolwide proficiency rate of 39.1% in English/Language Arts and 51.9% in Mathematics. See data section for longitudinal results.

Teachers use effective methods and instructional strategies based on scientific research that: strengthen the core academic program at White Rock Elementary School. Students receive additional quality learning time by providing an extended school year, before- and after-school learning and programs, summer programs and opportunities, and an enriched and accelerated curriculum. Specific programs and strategies include:

California schools are using Common Core Standards. Some strategies being used at White Rock MTSS, small group targeted instruction 5 days per week for K-6 students in English Language Arts (ELA) and mathematics; extended day instruction for K-6 students in ELA and math for identified students to improve academic achievement in specific targeted skills including English Language Development instruction for identified English Learners; extended instruction in writing to support all students with Common Core. Programs include but are not limited to Education City, Fastmath, Lexia, IReady, Read Naturally, Star Reading and Star Math, Renaissance Place Interventions, Accelerated Reader, Accelerated Math, Hands on Equations, Sequential Math. Effective instructional strategies include the research based strategies from GLAD (for those staff members who have been trained) SCOE- and district personnel instruction in Envision Math, Benchmark ELA and writing across the curriculum.

Strategies for meeting the educational needs of historically underserved populations include:

MTSS, small group targeted instruction 4 days per week for K-6 students in English Language Arts (ELA) and mathematics; extended day instruction for K-6 students in ELA and math for identified students to improve academic achievement in specific targeted skills including English Language Development instruction for identified English Learners; extended instruction in writing to support all students in Common Core Standards. There will be designated 30 minutes daily MTSS (Multi Tiered Systems of Support) and ELD instruction taught by the teachers. Effective instructional strategies include the research based strategies from Teach Like a Champion,

Marzano's research on Instruction that works, Daily 5, GLAD, targeted EL strategies from Benchmark and Kate Kinsella's Academic Vocabulary program. We will also be utilizing research strategies from John Hattie's Visible Learning.

The staff addresses the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program.

Specific services include:

The site instructional leadership team and staff has frequent Response to Intervention meetings to identify and develop individualized academic and behavioral support plans for low achieving and at risk students. Every Child by Name Conferences are held at least twice a year by the instructional leadership team and classroom teachers to monitor progress, determine flexible instructional groupings, extended day interventions and supports for students.

Teachers are provided release time for grade level collaboration at least three times a year. Teachers meet at least monthly in grade levels to discuss lessons, as well as supports for our students. MTSS, small group targeted instruction, is provided 5 days per week for K-6 students to meet their individual needs. Summer instructional programs are offered in conjunction with the CRPD and Family Support Services to assist students and reduce the summer learning gap. Summer School was offered to students going into grades 1-4, who are at risk of failing academically as well as to students who are at risk of becoming long term EL. District Instructional Support, including Program Improvement coaches collaborate with staff to support review of data and find strategies to address student needs. White Rock is assisted by our Title 1 Academic Coach and Intervention teacher, and an additional temporary Intervention teacher whose position is shared with Cordova Gardens. These staff help design and organize interventions based on formative and baseline testing data, they teach small groups and analyze data. Staff will participate in professional development in GLAD strategies, and formative assessments among other offerings.

To determine the extent to which students' needs are met, the school will:

Schedule and implement consistent individual student progress monitoring. The White Rock teachers collaborate at frequent RTI meetings, Professional Learning Communities and/or formalized monthly grade level discussions to identify and develop individualized academic and behavioral support plans for low achieving and at risk students. Every Child by Name Conferences are held at least twice a year by the leadership team and classroom teachers to monitor progress, determine flexible instruction groupings, extended day interventions and supports for identified low achieving and at-risk students. Pre and post test data is collected and analyzed for interventions as well as small group instruction. MTSS, small group targeted instruction is provided 5 days per week for K-6 students to meet their individual needs. Kindergarten students are assessed in letter knowledge, the BPST on a regular basis. K-2 students are assessed in SIPPS at the end of every 10 lessons. Staff are released at least three times during the year to analyze DPA and mathematics data as well as to prioritize instructional needs for low- achieving and at-risk students especially.

The single school plan for White Rock Elementary School is in alignment with the goals of the Local Educational Agency Plan (LEAP) and all state requirements.

Component 3: White Rock Elementary School students are instructed by highly qualified teachers. The number of highly qualified teachers at White Rock Elementary School, as specified by NCLB is 27, which equates to 100%.

Component 4: NCLB Sections 1119 and 1114 (a) (4) require a high quality of ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards. White Rock Elementary School has implemented the following professional development opportunities:

Continuing planning and implementation of the Common Core ELA and mathematics standards, SIPPS phonics instruction, Second Step Curriculum and Bully Prevention curriculum, PBIS/BEST, Professional Learning Communities, Schoolwires website (for site calendar, parent portal and class web pages), use of the Pre-Referral Intervention Manual (PRIM), Speech strategies for Sound/Letter recognition, Teach Like a Champion strategies and Strategic Academic Discussion, Cooperative Learning. We implemented instruction in writing across the curriculum and English Development Strategies embedded in Benchmark. The team will be moving forward with the further development and implementation of a site literacy plan in conjunction with the district Lead Teachers.

Component 5: Folsom Cordova Unified School District continues to provide a variety of incentives to attract the highest quality teachers. The District offers a competitive salary schedule with generous stipends for teachers who have attained a Master's Degree or higher. Additionally, new teachers are provided a strong beginning teacher support program with professional development that meets the needs of each teacher. Finally, over ten colleges and universities annually place over 150 student teachers in the district, so

the most competent new teachers are observed and offered employment. All Folsom Cordova Unified School District teachers are NCLB compliant as mandated by law.

Component 6: Parent involvement is a priority at White Rock Elementary School. Strategies to increase parental involvement through means such as family literacy services in accord with NCLB, Section 1118 include:

Input from the English Language Advisory Committee (ELAC), parents, community members and School Site Council (SSC) for parent involvement and interests are solicited. Parents are encouraged and invited to WR's Annual Title 1 meetings, ELAC, SSC and classroom Back-to-School Nights. WR invites all parents to participate in school-wide events and to volunteer in classrooms. Currently, there are approximately 35 volunteers. We scheduled a fingerprinting clinic to help parents in this part of the volunteer process. Other workshops that our parents expressed an interest in for the 2015-16 school year included: English for adults, and Parenting Classes. We plan to continue the adult ESL classes, will schedule Nurturing Parenting classes and will continue with our three evening family events which were somewhat well attended. Our Parent Coordinator is an important point of contact for parent and community volunteers (we have many CSUS student volunteers). She contacts parents to invite them to classes, to help with events on site and train them in volunteering. She is also an additional point of contact for the SSC and ELAC parents.

Component 7: Preschool transition is an important component at White Rock Elementary School. Entering kindergarten students are provided transitional support through a variety of activities and/or programs. These activities and/or programs include:

Families at the Headstart/Bright Beginnings Preschool adjacent to our campus and the Early Reading Program at White Rock Park are invited to attend our Back to School Night, Open House, Red Ribbon Week, Cool to Be Kind, Read Across America Day. We began a state preschool onsite in March 2016. These families are invited to attend school events as well. At the end of the school year, area preschools are invited to attend class to see what the Kindergarten experience is like. The staff of the preschool and our Kindergarten team collaborate in spring to ease the transition. We also hold a Kindergarten assessment and orientation day when incoming students are assessed for class placement and parents are introduced to the school culture. Summer Kindercamp program through FCUSD ECE held at WRE, introduces kindergarten age children (who have not attended preschool) to the school and kindergarten setting.

Component 8: Teachers continually provide input into the decisions regarding the use of academic assessments, described in NCLB Section 1111(b) (3), to provide information on, and to improve, the achievement of individual students and the overall instructional program. As teachers become more sophisticated in the use of data to help drive instruction, decisions regarding student needs have become more and more teacher-driven. Examples of this include:

Staff analysis of individual student and grade level CELDT scores by sub-category. Additionally, teachers analyze District Progress Assessments (DPA) in ELA, and mathematics, and Oral Reading Passages benchmarks/summative exams. Based upon the results of these and the plan to create formative assessments, and using such technology tools as Illuminate and Cruncher, (Cruncher will no longer be used as of Fall 2016) teachers determine specific skills to target and identify which students require intervention and/or supplemental intensive instruction to bridge the achievement gap in specific skills and to drive their instruction. Next year, we plan to use Running Records, ORPs, and I-Ready, Lexia and SIPPS Mastery diagnostic assessments to help teachers target instruction based on documented student need.

Component 9: Student performance on statewide assessments is electronically available to teachers as soon as test scores are released by the state. Teachers have a web-based data management system that shows the state results for each student in their class. Teachers are able to quickly determine the students who need additional assistance in reaching proficiency. This helps teachers identify and provide effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards as required by Section 1111(b)(1). Other examples of how teachers identify and provide assistance to students who experience difficulty in attaining the proficient or advanced levels of the academic content standards include:

The White Rock teachers and instructional leadership teams collaborate at RTI meetings (held at least three times a year) and Every Child by Name Conferences (held at least twice a year) to identify students who have not attained proficient or advanced levels by the academic content standards. They also collaborate at DPA analysis sessions (at least twice a year). Credentialed staff and the instructional leadership team use management systems such as PowerSchool, STAR, IReady and Lexia, Cruncher (which will no longer be accessible after Fall 2016) and Illuminate to assist in data collection and analysis. Staff is creating smart goals for targeted student achievement. Identified students are placed in instructional groups to target deficient skills or to support continued growth of advanced students.

Component 10: All federal, state, and local services and programs, including programs supported under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training are coordinated and integrated at White Rock Elementary School. Some examples of how programs are coordinated include:

White Rock administration and Title 1 Academic Coaches and Intervention teachers attend monthly FCUSD NCLB (Federal Program Monitoring) meetings together with staff from (Homeless support services) and Family Support Services Departments. Staff from these departments provide White Rock families and students with nutritional information, health resources, and adult education opportunities. WR Administration and Kindergarten staff have a working/visiting relation with the HeadStart program adjacent to our site, in order to best coordinate services for our families. Our Kindergarten teachers also work with First 5 to help better design early learning services in our area. Parents who do not speak English as their first language are invited to our school for English literacy classes. Documents shared with families are translated into Spanish, our largest non-English population. We also have bilingual assistants onsite to help parents better understand the school culture.

Evaluation of Effectiveness Worksheet

Top 2-3 SPSA Priorities and Major Expenditures Supporting Each Priority	
Priority 1: Improve Literacy and Writing	Expenditures to support priority 1: <ul style="list-style-type: none"> • SCOE PD • Support of Writing Curriculum K-3 • Collaboration release days • data analysis • Chromebook/technology device purchase • purchasing of guided reading libraries and supporting texts • before or after school interventions
Priority 2: Increase Attendance and Parent Engagement	Expenditures to support priority 2: <ul style="list-style-type: none"> • BIA -Parent Coordinator • Student Incentives to increase attendance • ESL classes for adults • translation of documents into home language • homevisits
Priority 3:	Expenditures to support priority 3:

Strategies Identified in 2015-16 SPSA and Degree of Implementation for Each Strategy				
	Degree of Implementation: ✓			
	Fully Implemented	Partially Implemented	Not Implemented Yet	Modified or Eliminated
Strategy 1: SIPPS	X			
Strategy 2: GLAD		X		
Strategy 3: BIA/Parent Coordinator	X			
Strategy 4: Instructional use of IReady		X		
Strategy 5: LEXIA		X		
Strategy 6: DPA-IReady	X			
Strategy 7: Multi-Tiered Systems of Support	X			
Strategy 8: Writing Curriculum		X		

Strategies Identified in 2015-16 SPSA and Degree of Implementation for Each Strategy				
	Degree of Implementation: ✓			
	Fully Implemented	Partially Implemented	Not Implemented Yet	Modified or Eliminated
Strategy 9: SCOE PD		X		
Strategy 10: Chromebook/document cameras/technology device purchase/Google Drive		X		

Barriers to *partially or not implemented strategies and actions taken to mitigate each barrier including adjustment of SPSA Plan to overcome barrier	
1. Partially or non-implemented strategy:	GLAD
Barrier(s) to strategy:	Incomplete training of staff
Action(s) taken to mitigate/overcome barrier:	train remainder of 1-2 grade teachers in 2016-17
2. Partially or non-implemented strategy:	Lexia
Barrier(s) to strategy:	student access
Action(s) taken to mitigate/overcome barrier:	Bring usage reports to ecbn - correlate student usage to growth over the year increase teacher commitment to use the program since students in an intervention must make more than 1 year's growth to bring them up to the academic level of their peers. Increased access in late 2015-16 for students in 4-6 Intervention teacher will print usage report weekly and notify principal/teachers of student usage.
3. Partially or non-implemented strategy:	Writing curriculum- full implementation
Barrier(s) to strategy:	need 3-6 curriculum planning by design by grade level
Action(s) taken to mitigate/overcome barrier:	need 3-6 curriculum planning by design by grade level articulate vertically for implementation of writing across the grades plan to match instruction dates to assessment timelines all grades to use same prompt for trimester on demand writing assessment.
4. Partially or non-implemented strategy:	SCOE PD
Barrier(s) to strategy:	complete grasp of concept and how to implement Close Reading in the curriculum need text samples tied to the curriculum

Barriers to *partially or not implemented strategies and actions taken to mitigate each barrier including adjustment of SPSA Plan to overcome barrier	
Action(s) taken to mitigate/overcome barrier:	collect text samples review the steps in close reading and how to use this strategy in the daily curriculum collaborate on techniques to practice close reads. Continue to attend PD sessions based on LCAP and School goals
5. Partially or non-implemented strategy:	chromebook and document camera purchases- technology
Barrier(s) to strategy:	lack of staff training or comfort
Action(s) taken to mitigate/overcome barrier:	continue grade level and group support in purchase of equipment and training use chromes at staff meetings and collaboration times- in progress. move all documents over to Google.
6. Partially or non-implemented strategy:	IReady instructional usage
Barrier(s) to strategy:	first year of implementation- familiarity with program understanding of how to fit IReady into current schedule
Action(s) taken to mitigate/overcome barrier:	assistance in scheduling, use of centers to allow access to IReady use of IReady reports to review student learning.

SPSA Strategies that were effective in improving student achievement for the target audience/Data evidence	
Effective Strategy:	Data Evidence:
1. Attendance- incentives, personal calls home,	9 students with perfect attendance for the year was an increase of (150%) over last year. Average attendance increased as well by approximately 1/2 %.
2. SIPPS	Students in kindergarten demonstrate phonics skills. Many are reading. Students in K-2 completed the expected lessons for their grade levels.
3. Implementation of Writing Curriculum	There has been an increase in writing expected of students. Students in Kindergarten are writing 1-5 sentences. Students in 2nd grade are writing paragraphs. 3rd grades are beginning to write self generated on-topic paragraphs. 2016-17 will see using a focused implementation of the Benchmark Curriculum for ELA, we will continue and increase our

SPSA Strategies that were effective in improving student achievement for the target audience/Data evidence	
Effective Strategy:	Data Evidence:
	use of similar writing prompts across grade levels, and training in calibrating scores.

SPSA Strategies that were ineffective/minimally effective OR level of effectiveness is undetermined in improving student achievement for the target audience/data evidence	
Ineffective strategy:	Data Evidence:
1. Lexia	inconsistent access, monitoring and use across grade levels This is improving as well as an increase in staff understanding that Lexia targets foundational skills.. K- 69 students with predictors 73% met usage.1st-94 students with predictors 78% met usage, 2nd-69 students with predictors 86% met usage, 3rd 74- students with predictors 95% met usage, 4th-65 students with predictors 40% met usage, 5th-64 students with predictors 48% met usage.6th grade-33 students with predictors 71% met usage.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	79	72	76	72	75	72	96.2	100
Grade 4	69	69	67	68	64	68	97.1	98.6
Grade 5	70	71	68	70	68	69	97.1	98.6
Grade 6	33	34	33	34	33	34	100.0	100
All Grades	251	246	244	244	240	243	97.2	99.2

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2343.1	2358.2	1	0	7	17	25	25	66	58
Grade 4	2386.3	2422.3	1	10	9	18	25	19	60	53
Grade 5	2453.2	2431.2	4	1	29	10	22	36	44	52
Grade 6	2497.5	2524.9	9	9	21	41	42	35	27	15
All Grades	N/A	N/A	3	5	16	19	27	28	53	49

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	6	25	36	71	58
Grade 4	2	4	33	46	66	50
Grade 5	7	4	38	36	54	59
Grade 6	6	18	55	47	39	35
All Grades	5	7	35	40	60	53

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	1	24	43	72	56
Grade 4	2	7	38	51	61	41
Grade 5	12	3	53	45	35	52
Grade 6	9	18	45	56	45	26
All Grades	6	6	39	48	55	47

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	7	52	63	43	31
Grade 4	8	9	59	69	33	22
Grade 5	3	4	66	55	31	41
Grade 6	12	18	73	79	15	3
All Grades	6	8	61	65	33	27

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	1	40	51	56	47
Grade 4	0	15	41	47	39	38
Grade 5	21	3	49	70	31	28
Grade 6	21	24	64	62	15	15
All Grades	10	9	46	57	39	35

Conclusions based on this data:

1. Overall our 5th grade students dropped in their reading scores in 2015-16
2. 3,4 and 6 th grades improved (reduced the number of students in % below standard)
3. Strongest areas are Reading- documenting understanding of literary and non fiction text. The weakest scores are in writing, research and inquiry.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	79	73	77	73	74	71	97.5	100
Grade 4	69	69	68	68	68	68	98.6	98.6
Grade 5	70	71	69	69	68	69	98.6	97.2
Grade 6	33	34	33	34	33	34	100.0	100
All Grades	251	247	247	244	243	242	98.4	98.8

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2375.7	2375.7	3	0	13	21	35	28	45	51
Grade 4	2413.4	2454.6	0	10	12	21	38	43	50	26
Grade 5	2463.5	2423.1	7	0	13	3	32	30	46	67
Grade 6	2488.7	2503.9	6	3	12	18	36	53	45	26
All Grades	N/A	N/A	4	3	13	15	35	36	47	45

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	7	36	39	54	54
Grade 4	4	16	28	38	68	46
Grade 5	9	1	35	22	56	77
Grade 6	9	3	27	53	64	44
All Grades	8	7	33	36	60	57

Problem Solving & Modeling/Data Analysis						
Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	1	38	39	58	59
Grade 4	1	12	43	49	56	40
Grade 5	7	0	38	25	54	75
Grade 6	9	6	55	50	36	44
All Grades	5	5	42	39	53	56

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	4	50	63	45	32
Grade 4	3	15	35	49	62	37
Grade 5	7	4	50	26	43	70
Grade 6	12	12	67	68	21	21
All Grades	6	8	48	49	46	43

Conclusions based on this data:

1. 3rd grade scores declined as did 5th grade which had the highest percentage of students with 'standard not met'
2. 4th and 6th grade scores increased. In Concepts and Procedures, 26% increased to at or near standard increasing from below standard
3. The number of 5th graders scoring below standard in communicating reasoning nearly doubled from 43 to 70%. Many students have difficulty expressing their mathematical reasoning.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K		8		33	8		50	42	***		42		17		***
1		6	4	24	11	22	45	56	24	27	17	33	3	11	17
2	7			19	15	18	43	54	41	26	22	24	5	10	18
3		5	6	13	12	18	36	45	47	33	29	24	18	10	6
4	4	3	6	31	23	22	50	46	50	12	17	17	4	11	6
5	17	16	3	35	32	47	35	36	41	13	8	6		8	3
6		33		47	25	20	53	33	70		8	10			
Total	4	7	4	25	17	24	43	47	42	21	20	21	6	9	10

Conclusions based on this data:

- 2nd; 36 students: 29 have scores for 1 yr. 2 increased by 1 level, 3 remained the same and 2 increased by 2 or more levels
3rd grade 11 increased by 2 or more levels; 7 increased by 1 level; 11 remained the same; 11 have no growth scores
4th grade 44 students: 18 increased by 1; 8 have only 1 yrs score; 3 went down by 1; 11 stayed the same; 1 increased by 2
5th grade: 34 students: 7 have 1 yrs score, 15 increased by 1 level, 7 increased by 2 levels, 5 remained the same.
6th grade: 16 students, 6 have scores for 1 yr; 6 remained the same; 3 increased by 1 level; 1 increased by more than 1 level.
- Traditionally, White Rock students score in the intermediate range which reflects the district as a whole. All staff will put more emphasis on having students respond in complete sentences with academic language embedded. White Rock will also be utilizing eld program built into the Benchmark ELA Curriculum. This past year, there was a focus in 3rd grade especially of multiple meaning words, while all grades focussed on improving vocabulary. This focus will continue this year as will reinforced instruction in text structure and tier 3 vocabulary (subject specific vocabulary) as determined by celdt and Iready scores.
- Specifically, students who are at the Intermediate and Early Advanced levels will be monitored for their progress in the domains of reading and writing, which tend to be the domains that prevent them from being reclassified.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K		2		7	4		20	18		29	36		44	40	
1		5		19	11		38	54		24	16		19	14	
2	7			17	15		39	54		26	22		11	10	
3		5		13	11		32	45		32	27		23	11	
4	3	3		28	23		48	46		14	17		7	11	
5	16	16		32	32		32	36		16	8		4	8	
6		33		47	25		53	33			8				
Total	3	6		20	15		35	41		23	22		19	16	

Conclusions based on this data:

1. Fewer students are scoring at Early Advanced in All CELDT Assessments.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	187	203	195
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	187	203	195
Number Met	97	105	88
Percent Met	51.9%	51.7%	45.1%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	202	39	201	38	183	40
Number Met	30	19	28	19	34	15
Percent Met	14.9%	48.7%	13.9%	50.0%	18.6%	37.5%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	N/A	N/A	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. The decrease in the number of students with prior CELDT results can be attributed to the increase in our kindergarten population.
2. The number of long term EL students who met the NCLB target increased by 1.3%.
3. Students with less than 5 years of EL instruction who met standard increased by 4.7%. The NCLB target was put on hold during the re evaluation of NCLB and ESSA. However, our LCAP Goal is to have at least %50 of our EL students Re classify.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1999	2094	1,962
Percent with Prior Year Data	100.0		99.8
Number in Cohort	1999	2094	1,959
Number Met	1137	1227	1,006
Percent Met	56.9	58.6	51.4
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1671	782	1693	795	1,640	696
Number Met	414	361	429	402	344	296
Percent Met	24.8	46.2	25.3	50.6	21	42.5
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	No	Yes	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	97	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	97	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

- 56.9% of English Learners with 5 or more years of EL instruction in the district attained English Proficiency.
- Long Term English Learners (English Learners with 5 or more years of EL instruction) did not meet the proficiency target of 49%.

District Assessment Form - English Language Arts

Local Assessment/ Common Assessment	Data by Grade Level																							
	Grade Kinder			Grade 1st			Grade 2nd			Grade 3rd			Grade 4th			Grade 5th			Grade 6th			Grade		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
ELA DPA Fall		35		40.2	17		32.7	29		44.9	37		32.2	7		43.7	6		52.7	42				
ELA DPA		76		68.4	36		56.2	40		53.8	38		41.1	17		54.7	9		58.7	56				
ELA DPA		87		79.4	50		62.9	51		56.3	51		42.1	27		59.6	19		58.7	35				

Conclusions based on this data:

1. This was year one of using IReady as the DPA. Our site showed growth from the first dpa to the 3rd dpa in spring.
2. Average instructional usage time for IReady (list by grade level) is less than the suggested 45 minutes weekly. As this has been the first year of implementation of Iready, instructional time for the 2016-17 school year will be increased to a minimum of 45 minutes per week for ela. The Intervention teacher will run a weekly report on instructional usage. This report will be shared with the principal and teachers will be reminded which students need to make up their minutes for the following week.
3. As a whole, students do not meet proficiency as measured by California Common Core standards in ELA. There was progress in ela skills using the IReady DPA comparing first trimester to the third trimester. Kindergarten had 45 students begin at emerging and 10 end there. 16 began at early k and 15 ended in early k, 3 began at mid k and 21 ended at mid k, 0 began at late k and 15 ended at late k, 1 child began and ended at level 1. 1st grade had 6 students begin at emerging and 1 ended at emerging. 70 began at level k and 47 ended at level k, 6 began at early 1 and 9 ended at early 1, 6 began at mid 1 and 10 ended there, 3 began at late 1 and 27 ended there, 0 began at level 2 and 1 ended at level 2. 2nd grade 23 students began at level k 5 students ended there. 28 students began at level 1, 32 ended there, 13 began at early 2nd and 14 ended at early 2nd, 6 began at mid 2nd, 12 ended at mid 2nd, 0 students began at late 2 and level 3 9 students ended at late 2 and 1 at level 3. 3rd grade 5 students began at level k, 4 ended at level k, 14 began at level 1, 12 ended there, 25 began at level 2, 21 ended at level 2, 22 began at level 3, 23 ended at level 3. 2 students began at mid 3rd and 8 ended there. Finally, as 0 students began at late 3rd, 6 ended there. 4th grade 14 students began at level 1 and 6 ended there. 10 students began at level 10, 9 ended at level 2, 43 began at level 3 and 34 ended at level 3, 4 began at early 4 and 8 ended at early 4, 1 began at mid 4th and 8 ended in mid 4th. 0 students began at late 4 or level 5. 1 student ended in each of these levels. 5th grade 7 students were at level 1 and 8 ended at level 1, 14 students were at level 2 and 8 ended at level 2, 19 began at level 3 and 18 ended at level 3, 25 began at level 4 and 22 ended at level r, 3 started at early 5th, 9 ended at early 5th, 1 began at mid 5th and 3 ended at mid 5th, 0 began at late 5th and 1 ended at late 5th. 6th grade 1 student was at level 1, 5 students began at level 3, 4 ended at level 3, 5 began at level 4 7 ended at level 4, 9 began at level 5 and 10 ended there. 8 began at early 6th and 4 ended there. 5 students began and ended at med 5, 1 student began at late 6 and 2 ended at late 6th. 1 student began and ended in level 7.

District Assessment Form – Mathematics

Local Assessment/ Common Assessment	Data by Grade Level																							
	Grade Kinder			Grade 1st			Grade 2nd			Grade 3rd			Grade 4th			Grade 5th			Grade 6			Grade		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Math DPA Fall	37.2	26		37.1	11		40.2	8		32.3	2		33.2	27		41.3	9		50	48				
Math DPA	66.3	47		57	25		60.6	15		43.8	24		38.5	33		56.4	24		59.1	64				
Math DPA	81.8	75		71.6	49		72.9	40		50.1	33		47.4	59		70	36		59.2	47				

Conclusions based on this data:

- Each grade level showed growth in math according to the DPA. Kindergarten and Third and Fifth grades made the largest jumps from the first to second DPA, which means that there may be fewer conceptual holes to fill as these students progress through the grades. While relatively strong in math, our students still need to improve to reach proficient levels. kindergarten almost doubled their proficiency. First grade improved by 14%, Third increased by 20%, Fifth by 15% and Sixth increased by 16%.
- Average instructional usage time for IReady is less than the suggested amount of time per student to allow optimum growth. As this has been the first year of implementation of Iready, instructional time for the 2016-17 school year will be increased to a minimum of 45 minutes per week for mathematics.
- Kinder: students moved from the first trimester emerging 49 to 17 in the 3rd trimester, early k- 6 to 10, mid k 9 to 27, late k- 1 to 7, first grade: emerging 13 to 4, level k- 66 to 44, early 1- 7 to 18, mid 1- 3 to 26. No students were at late 1st; 2nd grade: level k-22 to 16, level 1-43 to 45, early 2-2 to 6, mid 2-3 to 5, No students were at late 2 or level 3. 3rd grade: level k-7 to 12, level 1-22 to 11, level 2- 38 to 28, early 3- 1 to 16, mid 3-0 to 8. 4th grade: level 1-6 to 0, level 2-16 to 3, level 3-32 to 23, early 4-16 to 22, mid 4-2 to 16, late 4- 0 to 1. 5th grade: level k- 3 to 1, level 1- 3 to 5, level 2-10 to 8, level 3- 17 to 10, level 4- 32 to 22, early 5- 5 to 16, mid 5- 1 to 9. No students were in late 5 or 6. 6th grade: 0 students were at levels 1 or 2. 2 began at level 3- 1 end. Level 4- 1 to 1, level 5- 15 to 16, early 6- 14 to 11, mid 6- 2 to 4, late 6-00 to 1.

District Assessment Form -

Local Assessment/ Common Assessment	Data by Grade Level																								
	Grade			Grade			Grade			Grade			Grade			Grade			Grade			Grade			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	

Conclusions based on this data:

1.

Summary of Additional Assessment Data

In addition to statewide assessment results, the school has analyzed local assessment data including benchmark, curriculum embedded assessments, and reading and mathematics diagnostics. The following are the findings from these assessment sources. Data conversations encompassing all data sources occur to drive the instructional goals contained in the Improvement Plans section of the SPSA.

Name of Assessment: Oral Reading Passage- by grade level

Date of Assessment: Spring 2016

Grade Level(s): K-5

Content Area: ELA

FINDINGS:

1. ORP- Oral Reading Passages are a common assessment of reading fluency and comprehension given at all sites in the school district. Our ORP scores (one of the WR data points for Every Child By Name conferences) are given atleast 3 times a year.
2.
1st 7 students read less than 10 cwpm; 53 read between 12 and 50 wcpm;
25 read between 52 and 74; 8 read between 86 and 99 wcpm; 3 read over 104 wcpm.
Of the 2nd grade, 2 students read 0 cwpm; 6 read between 25 and 50 wcpm; 15 read between 54 and 76 wcpm; 21 read between 77 and 100 wcpm; 16 read between 101 and 125 wcpm; and 8 students read over 128 wcpm.
3rd 2 students read less than 5 wcpm; 8 read between 36 and 50 wcpm; 14 read between 56 and 75 wcpm; 13 read between 77 and 100 wcpm; 19 between 102 and 120 wcpm; 11 read between 127 and 150 wcpm; and 6 read over 157 wcpm.
4th grade: 4 students read less than 50 wcpm; # 51-75 16 read between 76 and 100 wcpm; 24 read between 101 and 125 wcpm and 18 read over 126 wcpm
5th 4 read between 52 and 66 wcpm, 7 read between 77 and 98 wcpm; 13 read between 102 and 125 wcpm; 7 read over 128 wcpm
ORP assessments were completed for all grade levels, however the results were not captured in the district data recording system for k, 5 and 6. AIC and Intervention teacher will ensure that all data is entered on a timely bais.

Name of Assessment: First Trimester Writing Assesment

Date of Assessment: Fall 2015

Grade Level(s): K-6

Content Area: ELA-Writing-

FINDINGS:

1. This year's scores reflect scores that are not based on common assessment across the grade levels. However we did implement common writing curriculum in grades k-2.
2. The 2015-16 year did have common prompts across grade levels each trimester. First trimester was:
3. 2016-17 will be the first year of blending our current site writing curriculum with our new district ela adoption of Benchmark.

Name of Assessment: Second Trimester Writing Assessment

Date of Assessment: Winter 2016

Grade Level(s): K-6

Content Area: ELA- Writing-

FINDINGS:

1. Site literacy team will develop common writing prompts for each genre in coordination with our district ELA Lead teachers.
3. 2016-17 will be the first year of blending our current site writing curriculum with our new district ela adoption of Benchmark.

Name of Assessment: Third Trimester Writing Assessment- opinion

Date of Assessment: Spring 2016

Grade Level(s): K-6

Content Area: ELA-Writing- Opinion

FINDINGS:

3. 2016-17 will be the first year of blending our current site writing curriculum with our new district ela adoption of Benchmark.

Name of Assessment:

Date of Assessment:

Grade Level(s):

Content Area:

FINDINGS:

Survey of School Effectiveness Summary

The school effectiveness elements below characterize the current educational practices at this school. The conclusions reached in this section regarding the contribution of each element to the quality of the program are used to determine improvements described in the following sections of the plan. Summarize the findings of the *Survey of School Effectiveness* using the following rating scale for each of the school effectiveness elements and identify areas for improvement.

1	2	3	4
This element is not developed; its contribution is definitely a barrier to our work. There is little question among staff that this element is in need of improvement.	This element has a history of mixed contribution to the overall quality of the program. While generally satisfactory, some parts can be strong while other parts are problematic	This element contributes to the overall quality of the program. While not among the strongest, it is seen as a positive factor. Improving this element would contribute to overall program improvement, but it is probably not a high priority item.	This element is <u>exceptionally strong</u> . It could be described as in a category that is “above and beyond” what would normally be expected.

School Effectiveness Elements	Average Rating
Guaranteed and Viable Curriculum	3
Challenging Goals and Effective Feedback	3
Collegiality and Professionalism	3.4
Student Motivation	2.5
Instruction	3.1
Classroom Curriculum Design	2.7

Keeping in mind quantitative data analyses (API, AYP, AMAOs, local and common assessments), target for growth the school effectiveness elements that if improved will have the greatest impact on student achievement in targeted areas:

Identify 3-5 School Effectiveness Sub-Elements for Growth	Curriculum Area(s)
New ELA Curriculum (Benchmark) comprehension is an area of focus for growth	ela/eld

Planned Improvements in Student Performance

English/Language Arts

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English/Language Arts
LEA GOAL:
Student progress and educational outcomes will be monitored for success. (State Priority 4 and 8) 4.1 Ensure students are reading at grade level (3, 5,grades) District Goal 2.3: increase the percentage of k-5 students who make at least a year's academic growth in one year of instruction in ela and math.
LCAP GOAL:
LCAP Goal 1 :All students will receive high quality classroom instruction and have access to curriculum which promotes college and career readiness. (State Priority 1, 2, and 7) LCAP Goal 4:Student progress and educational outcomes will be monitored for success using CAASPP test results. (State Priority 4 and 8)
SCHOOL GOAL:
School Goals: 1. All students' core reading/language arts (ELA) classes use the most recent SBE-adopted instructional materials (Benchmark- TK-5), McGraw-Hill (6). K-3 teachers also use SIPPS. All teachers will provide ELD instruction daily for 30 minutes. Additionally, students use IReady ELA for a minimum of 40 minutes weekly. Students who need more foundational skills, may also use Lexia. 2. Tier II and Tier III students are identified for and participate in reading/language arts intervention programs using the most recent SBE-adopted/research based instructional materials, including Intensive Intervention Supports. 3. White Rock staff collaborate by grade level and program level about curriculum-embedded assessments. Illuminate and Cruncher are used as tools for data analysis for improved instruction. I-Ready is used as well as a DPA and for instructional support in math and reading. 4.Site staff will increase the instruction of writing across the curriculum. Staff will also use common writing prompts each trimester, plan and calibrate writing as grade level teams. 5. To support the LCAP goal 4.1, students will increase proficient reading levels to 60%.
Data Used to Form this Goal:
CST ELA/CELDT, Oral Reading Passages data for individual students, DPA data for individual students, IReady and Lexias reports, trimester writing assessments for individual students as well as common formative assessment, SIPPS Mastery test, Every Child by Name conferences and PLC collaboration meetings among the staff.
Findings from the Analysis of this Data:
As a whole, students do not meet proficiency as measured by California Common Core standards in ELA. Using the DPA, 1st grade increased by approximately 30%. 2nd grade maintained their level of proficiency. 3rd ,4th and 5th grades decreased by approximately 50%. Our baseline CASSP test, 3rd grade 1.3% level 4, 6.7% level 3, 25.3% level 2, 66.7% level 1. 4th grade 1.6% level 4, 9.4% level 3, 26.6% level 2, 62.5% level 1. 5th grade 4.4% level 4, 29.4% level 3, 22.1% level 2, 44.1% level 1. 6th grade 9.1% level 4, 21.2% level 3, 42.4% level 2, 27.3% level 1.

How the School will Evaluate the Progress of this Goal:

Ongoing analysis by teachers and instructional support team, including Title 1 Academic Coach and Intervention teachers, of DPAs, ORPs, designated ELD component of Benchmark and STAR, Lexia and IReady results will occur during weekly grade level/professional learning communities, multi grade level collaboration, periodic teacher release times (3 times per year), frequent RTI meetings and ECBN (at least twice a year).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students in ELA instruction will use Benchmark materials. Teachers in K-3 will use site adopted writing curriculum. Teachers in 4-6 will use Academic Vocabulary Curriculum. Teachers in k-3 will use SIPPS for phonics.	August 2016-May 2017	Title 1 Academic Coach, Faculty, intervention teacher Sandy Spaulding, Curtis Wilson	Supplemental books/supplies/equipment /technology including but not limited to workbooks, guided reading books, leveled library books, chrome books or other mobile devices and accessories, document cameras,	4000-4999: Books And Supplies	Title I	2789
Students identified for intensive reading interventions will have daily instruction in the approved program. Interventions and services in this action include opportunities to increase and expand vocabulary and student experiences.	August 2016-May 2017	Title 1 Academic Coach, Faculty, intervention teacher Sandy Spaulding, Curtis Wilson	Online instructional materials and mobile devices - including but not limited to license renewals.	5000-5999: Services And Other Operating Expenditures	Title I	4295
Title 1 Academic Coach and Intervention Teachers will provide push in model support as well as teacher assistance	August 2016-May 2017	Title 1 Academic Coach, Faculty, intervention teacher Sandy Spaulding, Curtis Wilson	Title 1 Resource Teachers	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title I	26091 6438

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers collaborate to focus on student performance on scheduled assessments in ELA as well as best means to improve student success. Support family English and communication skills, Professional development release for training in writing, collaboration, data analysis.	August 2016-May 2017	Grade Level Teams, Title 1 Academic Coach,intervention teacher, Principal, RTI team, dlstrict Title 1 Academic Coah, ELD Lead Teacher,	Teacher sub days for collaboration/ESL stipend, including but not limited to adult esl class, plc and writing collaboration days, GLAD training.	1000-1999: Certificated Personnel Salaries	Title I	2500
			Instructional aide supplemental hours	2000-2999: Classified Personnel Salaries	Title I	1370
			subs for pd days for long term substitutes	1000-1999: Certificated Personnel Salaries	Title I	250
			see above	3000-3999: Employee Benefits	Title I	1325
			Unallocated	None Specified	Title I	8191
Focus on best instructional practices and participate in FCUSD/SCOE professional development opportunities.	August 2016-May 2017	Grade Level Teams, Title 1 Academic Coach,intervention teacher, Principal, RTI team, dlstrict Title 1 Academic Coah, ELD Lead Teacher,	Conferences/Other/Online services- sara conference, for example	5000-5999: Services And Other Operating Expenditures	Title I	801
Participate in Federal Program Monitoring Collaboration.	August 2016-May 2017	Title 1 Academic Coach,intervention teacher,, Sandy Spaulding, District Lead Teachers				
Staff will use the currently SBE-adopted materials in SIPPS, Benchmark, McGraw-Hill, Academic Vocabulary Toolkit, Word Nerds, Lexia and Renaissance Place, IReady	August 2016-May 2017	Title 1 Academic Coach,intervention teacher,, Sandy Spaulding, District Lead Teachers		5000-5999: Services And Other Operating Expenditures	Title I	
Staff will utilize Bilingual Instructional Aides to assist in parent engagement. cost is recorded already in this goal section.	August 2016-May 2017	Staff, BIAs	Supplemental Instructional aides for direct student/parental support	2000-2999: Classified Personnel Salaries		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			3000-3999: Employee Benefits			
Extended day interventions	August 2016-May 2017	Sandy Spaulding, David Knight, Elena Cabrera, John Dixon, Curtis Wilson	Summer School	None Specified	LCFF - Supplemental	
			Translation/Testing/Lead Teachers	None Specified	LCFF - Supplemental	
Offer more intervention programs	August 2016-May 2017	Principal and Staff	Provide additional programs and support to LTELS and high need students Provide additional interventions and services during the school year as student academic needs are determined	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
				3000-3999: Employee Benefits	LCFF - Supplemental	

Planned Improvements in Student Performance

English Language Development

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners
LEA GOAL:
District Goal 2.3: increase the percentage of k-6 students who make at least a year's academic growth in one year of instruction in ela and math.
LCAP GOAL:
LCAP Goal 1 :All students will receive high quality classroom instruction and have access to curriculum which promotes college and career readiness. (State Priority 1, 2, and 7) LCAP Goal 4:Student progress and educational outcomes will be monitored for success using CAASPP test results. (State Priority 4 and 8)
SCHOOL GOAL:
1.School Goals: High quality direct instruction in ELD and SDAIE. 2. By the conclusion of the 2016-17 school year, 80% of eld students will reach the end-of-year benchmarks for their grade level as outlined by FCUSD. 80% of our students will show academic growth of at least 1 CELDT level. 3. In support of LCAP Goal 4.3 AMAO1: 61% of EL students will increase one level of English proficiency. AMAO2: 24% of EL students who received less than 5 years of English instruction will attain English Proficiency. 51% of EL students who received 5 or more years of English instruction will attain English proficiency. AMAO3: Increase percentage of EL students proficient on DPA by 4%. 4. Reclassification of students will be at least 2%. 5. In support of LCAP Goal 1.3 students, including EL will have access to related field trips and/or experiential learning.
Data Used to Form this Goal:
CELDT Scores and FCUSD DPAs IReady, Lexia scores.
Findings from the Analysis of this Data:
Students at White Rock traditionally have low scores in phonics and vocabulary. English Learners may score in the intermediate and early advanced levels with higher scores in listening and speaking, but they show less progress in reading and writing, thus students tend to remain at these levels instead of being reclassified.
How the School will Evaluate the Progress of this Goal:
Include weekly grade level, multi grade level collaboration, periodic teacher release time for ongoing data analysis of: DPAs, Designated ELD support from Benchmark, I-ready, Lexia and CELDT results, weekly RTI meetings, and ECBN (at least 2 times per year). This data will be the basis for instructional decision making for lessons, for determining flexible grouping, formative assessments and targeted instruction/ intervention. Agreed upon use of IReady (or Lexia if appropriate) for 45 minutes weekly. Continue the focus on having students use complete sentences with embedded academic language. MTSS groups will be designed specifically using celdt scores and domain scores to better determine student specific instructional needs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will collaborate with and use Bilingual Aides to support instruction for supplemental, intensive ELD instruction. Students will have access to ELD materials to supplement instruction. Conference offerings to support ELD instruction	August 2016-May 2017	site staff, Title 1 Academic Coach, intervention teacher, Sandy Spaulding, District Lead teachers,	Supplemental Instructional aides for direct student/parent support	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	24980
				1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4536
				3000-3999: Employee Benefits	LCFF - Supplemental	8124
			supplemental instructional supplies	4000-4999: Books And Supplies	Title I	2788
			conference admission	5000-5999: Services And Other Operating Expenditures	Title I	510
ongoing collaboration among staff to evaluate current levels and instructional needs. Use of Title 1 Academic Coaches for data analysis, instruction and teacher/student support.	August 2016-May 2017	site staff, Title 1 Academic Coach, intervention teacher, Sandy Spaulding, District Lead teachers,	Program Monitoring & collaboration- Title 1 Academic Coach	1000-1999: Certificated Personnel Salaries	Title I	26091
				3000-3999: Employee Benefits	Title I	6861
			collaboration meetings	1000-1999: Certificated Personnel Salaries	Title I	2500
Parent Coordinator/BIA will work with staff and parents to increase parent participation on site, as volunteers, as participants in SSC/ELAC and school events. Parent Outreach	August 2016-May 2017	Sandy Spaulding	Parent Coordinator	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2212
				3000-3999: Employee Benefits	LCFF - Supplemental	237
				2000-2999: Classified Personnel Salaries	Title I	1370
			teachers	1000-1999: Certificated Personnel Salaries	Title I	250
				3000-3999: Employee Benefits	Title I	902
Extended day interventions	August 2016-May 2017	Principal, Title 1 Academic Coach,	Summer School	None Specified	LCFF - Supplemental	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Curtis Wilson, Elena Cabrera	Translation/Testing/Lead Teachers	None Specified	LCFF - Supplemental	
Offer more intervention programs	August 2016-May 2017	Principal and Staff	Provide additional programs and support to LTELs and high need students Provide additional interventions and services during the school year as student academic needs are determined	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	13958
				3000-3999: Employee Benefits	LCFF - Supplemental	2952
			supplemental copier services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	34

Planned Improvements in Student Performance

Mathematics

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
4.2 Ensure students are meeting grade level standards in math (3, 5, 8, & 11th grades) District Goal 4.2 Increase proficient math levels to 79%.
LCAP GOAL:
LCAP Goal 1 :All students will receive high quality classroom instruction and have access to curriculum which promotes college and career readiness. (State Priority 1, 2, and 7) LCAP Goal 4:Student progress and educational outcomes will be monitored for success using CAASPP test results. (State Priority 4 and 8)
SCHOOL GOAL:
1. LCAP Goal 4.2 Increase proficient math levels to 79%. 2..All students use the most recent SBE-adopted instructional materials for math Envision, Handwriting Without Tears-Math (Jr.K) and Holt Mathematics Course 1 (6). 3. Tier II and Tier III students are identified and participate in mathematics intervention programs. 4. Staff members will participate in professional development provided by many resources, including district personnel 5.. By the conclusion of the 2016-17 school year, 80% of students below proficient level 4 will improve at least one performance level for their grade level as outlined by FCUSD. 80% of our students will show academic growth of at least 1 year.
Data Used to Form this Goal:
Data used to form this goal include mathematics DPA (IReady)scores, fact fluency tests, chapter test results and/ or benchmarks. .
Findings from the Analysis of this Data:
While relatively strong in math, our students still need to improve to reach proficient levels. This analysis compares Iready math diagnostic 1 to diagnostic 3.. kindergarten doubled their proficiency, 1st grade: at the end of the school year, 4/92 ended at emerging, 44/92 ended at level k, 18/92 ended at early 1, 26/92 ended at mid 1. 2nd grades:16/72 ended at level k, 45/72 ended at level 1, 6/72 ended at early 2, 5/72 ended at mid 2. 3rd grade: 12/74 ended at level k, 10/74 ended at level 1, 28/74 ended at level 2, 16/74 ended at early 3, 8/74 ended at mid 3. This is significant growth since 66/67 students began the year below 3rd grade level. 4th grades: 3/65 ended at level 2, 23/65 ended at level 3, 22/65 ended at early 4, 16/65 ended at mid 4 and 1 ended at late 4. 5th grade: 1/74 ended at level k, 5/74 ended at level 1,8/74 ended at level 2, 10/74 ended at level 3, 22/74 ended at level 4, ,16/74 ended at early 5 and 9 ended at mid 5. 6th grades: 1/34 ended at level 3, 1 at level 4, 16/34 ended at level 5, 11/34 ended at early 6, 4/34 ended at mid 6 and 1 ended at late 6. White Rock Cassp results are as follows 3rd grade , 20% level 3, 28% level 2, 51% level 1. 4th grade 20% level 3, 41% level 2, 28% level 1, 5th grade , 3% level 3, 30% level 2, 67% level 1. 6th grade 2% level 4, 18% level 3, 53% level 2, 26% level 1.
How the School will Evaluate the Progress of this Goal:
Ongoing data collection from math DPAs and IReady use, formative assessments, and math fact fluency tests (among other assessments) will be evaluated at weekly grade

level, multi grade level collaboration, periodic teacher release time for ongoing data analysis to assess individual student progress, assist in lesson design and to determine flexible instruction student groups, interventions to be provided, and future instructional skills to target. There is an agreed upon use of IReady for 45 minutes weekly.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All TK-6 teachers will administer common assessments as outlined on math pacing calendar. They will use Illuminate and IReady to enter and analyze data.	August 2016-May 2017	site staff, Title 1 Academic Coach, intervention teacher, Sandy Spaulding, District Lead teachers,	.Supplemental books/supplies /equipment/technology to include but not limited to chromebooks or mobile devices, document cameras, workbooks to support the curriculum	4000-4999: Books And Supplies	Title I	1000
Staff will collaborate on a regular basis to discuss best practices and strategies to improve students' mathematical success. Trips and activities will support building student experiences and increase access to real world vocabulary. Staff may attend math conference to deepen student learning.	August 2016-May 2017	site staff, Title 1 Academic Coach, intervention teacher, Sandy Spaulding, District Lead teachers,	Supplemental instructional field trips/activity fees- (samples listed in ELA)	5700-5799: Transfers Of Direct Costs	Title I	2200
			Supplemental books/supplies /equipment/technology - to include and not limited to chromebooks and mobile devices, technology to support the curriculum,	4000-4999: Books And Supplies	Title I	1788
Staff members will be involved in PD opportunities as they arise, and will report out to staff their findings.	August 2016-May 2017	site staff, Title 1 Academic Coach, intervention teacher, Sandy Spaulding, District Lead teachers,	Teacher Subs/Temp/Hourly	1000-1999: Certificated Personnel Salaries	Title I	2500
			subs for professional development for long term subs.	1000-1999: Certificated Personnel Salaries	Title I	250
				3000-3999: Employee Benefits	Title I	466
Title 1 Academic Coach, Intervention teacher will work with staff to analyze data, evaluate and organize interventions, to support BIAs and	August 2016-May 2017	Principal, Title 1 Academic Coach, intervention teacher	Title 1 Academic Coach	1000-1999: Certificated Personnel Salaries	Title I	26091

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
assist in best first instruction.				3000-3999: Employee Benefits	Title I	6438
Extended day interventions	August 2016-May 2017	Sandy Spaulding, title 1 Academic Coaches, intervention teachers, Elena Cabrera, John Dixon, Curtis Wilson	Summer School	None Specified	LCFF - Supplemental	
			Translation/Testing/Lead Teachers	None Specified	LCFF - Supplemental	
			translation for parents/students	2000-2999: Classified Personnel Salaries	Title I	1370
				3000-3999: Employee Benefits	Title I	859
Offer more intervention programs	August 2016-May 2017	Principal and Staff	Provide additional programs and support to LTELS and high need students Provide additional interventions and services during the school year as student academic needs are determined	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	13958
					3000-3999: Employee Benefits	LCFF - Supplemental
Students will use IReady math for a minimum of 40 minutes per week.	August 2016- May 2017	site staff, Title 1 Academic Coach, intervention teacher, Sandy Spaulding, District Lead teachers,	License renewals and online programs.	5000-5999: Services And Other Operating Expenditures	Title I	1000

Planned Improvements in Student Performance

Disproportionality

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Low Income
LEA GOAL:
LCAP GOAL:
LCAP Goal 1 :All students will receive high quality classroom instruction and have access to curriculum which promotes college and career readiness. (State Priority 1, 2, and 7) LCAP Goal 4:Student progress and educational outcomes will be monitored for success. (State Priority 4 and 8)
SCHOOL GOAL:
1. LCAP Goal 2.1 Increase student attendance rates and reduce chronic absences through positive reinforcements, and parent awareness of the importance of attendance. 2. By the end of the school year, attendance will increase to an average of 95%.
Data Used to Form this Goal:
LEA goals and site historical attendance records, attendance reports run in district data collection tools.
Findings from the Analysis of this Data:
Research shows that improved attendance equals increased academic success.
How the School will Evaluate the Progress of this Goal:
Attendance reports run at least monthly, Increase in the number of students with improved or perfect attendance. (Also, reduction of attendance letters and SARTS).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Use of teacher collaboration time, aides and equipment to help communicate with families about the importance of consistent attendance.	August 2016-May 2017	Sandy Spaulding, Title 1 Academic Coach, intervention teacher, staff	Program Monitoring and collaboration	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	8806
			Bilingual Aide student support	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	48492

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				3000-3999: Employee Benefits	LCFF - Supplemental	15771
			translation support	2000-2999: Classified Personnel Salaries	Title I	1369
			Supplemental copier Maintenance agreement	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	66
			Title 1 Academic Coach salary	1000-1999: Certificated Personnel Salaries	Title I	26091
				3000-3999: Employee Benefits	Title I	7296
2. Parent Outreach and Academy on attendance, English classes, as well as school communication.	August 2016-May 2017	Sandy Spaulding, Title 1 Academic Coach, intervention teacher, staffParent Coordinator	provide a class on importance of consistent school attendance	4000-4999: Books And Supplies	Title I	2487
			Parent Coordinator	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	4294
				3000-3999: Employee Benefits	LCFF - Supplemental	461
			stipend for parent outreach.	1000-1999: Certificated Personnel Salaries	Title I	250
				3000-3999: Employee Benefits	Title I	43
3. Supplemental support for experiential learning with extra curricular activities	August 2016-May 2017	Principal, Teachers	Student scholarships for extra instructional activities	5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	4703
			collaboration and planning time for activities	1000-1999: Certificated Personnel Salaries	Title I	2500
				3000-3999: Employee Benefits	Title I	423
4. Students identified for intensive reading interventions will have daily instruction in the approved program. Interventions and services in this	August 2016-May 2017	Title 1 Academic Coach, Faculty,intervention teacher	Supplemental instructional field trips/activity fees	5700-5799: Transfers Of Direct Costs	Title I	2050

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
action include opportunities to increase and expand vocabulary and student experiences. Anti Bullying assemblies		Sandy Spaulding, Curtis Wilson	Anti-Bullying Assemblies	5000-5999: Services And Other Operating Expenditures	Title I	1000
5. equipment to assist communication among staff costs already budgeted in this section.	August 2016-May 2017	Sandy Spaulding	walkie talkie equipment	4000-4999: Books And Supplies	Title I	300
6. Offer more intervention programs	August 2016-May 2017	Sandy Spaulding	Provide additional programs and support to LTELs and high need students Provide additional interventions and services during the school year as student academic needs are determined	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental LCFF - Supplemental	13958 2952

Planned Improvements in Student Performance

Science

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Science
LEA GOAL:
LCAP GOAL:
LCAP Goal 1 :All students will receive high quality classroom instruction and have access to curriculum which promotes college and career readiness. (State Priority 1, 2, and 7) LCAP Goal 4:Student progress and educational outcomes will be monitored for success using CAASPP test results. (State Priority 4 and 8)
SCHOOL GOAL:
increase involvement in science fair and experiential science
Data Used to Form this Goal:
participants in Soil Born Farm trips and in science fair
Findings from the Analysis of this Data:
no previous data kept.
How the School will Evaluate the Progress of this Goal:
We will evaluate by seeing how many students complete science fair experiments that follow the scientific process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
provide students with consumable equipment and supplies for their experiments.	August 2016 through May 2017	teachers, Sandy Spaulding	backboards for exhibits, soil, other supplies as needed for experiments	4000-4999: Books And Supplies	Title I	813
transportation to experiential fieldtrips such as Soilborn Farms	August 2016 through May 2017	teachers, Sandy Spaulding	transportation costs to soilborn farms or other outdoor experiential trips	4000-4999: Books And Supplies	Title I	

Planned Improvements in Student Performance

Counseling

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Counseling
LEA GOAL:
LCAP GOAL:
LCAP GOAL 2 Increase student engagement and provide a safe, healthy, and positive learning environment. (State Priority 5 and 6)
SCHOOL GOAL:
<ol style="list-style-type: none"> 1. School Goal (s):Students in primary grades will have access to group therapy provided by PIP and Special Friends. 2. Staff will utilize Second Step Curriculum,PBIS 3. Students will have opportunities to participate in anti-bullying events. 4. Positive messages will be present at the school in order to reinforce behavior and self awareness
Data Used to Form this Goal:
White Rock has a transiency rate of 40% and approximately 90% of our students are Low Social Economic Status.
Findings from the Analysis of this Data:
Many factors contribute to the need for improved social and mental health skills for our students.
How the School will Evaluate the Progress of this Goal:
Staff will review statistics of the number of students referred for disciplinary purposes based on bullying incidents. We will also review statistics on number of office referrals and offsite suspensions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Staff will utilize anti-bullying strategies and early mental health/PIP	August 2016-May 17	Pip Staff, site staff, Title 1 Academic Coach, teacher, Sandy Spaulding	Special Friends behavior interventions Second Step Curriculum	5700-5799: Transfers Of Direct Costs	Title I	6000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Anti-Bullying Assemblies and events	5000-5999: Services And Other Operating Expenditures	Title I	2300
			positive messages	5000-5999: Services And Other Operating Expenditures	Title I	1000

Planned Improvements in Student Performance

Physical Education and Health

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Physical Education and Health
LEA GOAL:
LCAP GOAL:
LCAP Goal 1 :All students will receive high quality classroom instruction and have access to curriculum which promotes college and career readiness. (State Priority 1, 2, and 7) LCAP Goal 4:Student progress and educational outcomes will be monitored for success using CAASPP test results. (State Priority 4 and 8)
SCHOOL GOAL:
District Goal 1: Student Achievement and Success School Goal (s):
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	193,206	0.00
LCFF - Supplemental	190,357	16,911.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	173,446.00
Title I	193,206.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	170,580.00
2000-2999: Classified Personnel Salaries	85,457.00
3000-3999: Employee Benefits	64,500.00
4000-4999: Books And Supplies	11,965.00
5000-5999: Services And Other Operating Expenditures	11,006.00
5700-5799: Transfers Of Direct Costs	14,953.00
None Specified	8,191.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	55,216.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	79,978.00
3000-3999: Employee Benefits	LCFF - Supplemental	33,449.00
5000-5999: Services And Other Operating	LCFF - Supplemental	100.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	4,703.00
1000-1999: Certificated Personnel Salaries	Title I	115,364.00
2000-2999: Classified Personnel Salaries	Title I	5,479.00
3000-3999: Employee Benefits	Title I	31,051.00
4000-4999: Books And Supplies	Title I	11,965.00
5000-5999: Services And Other Operating	Title I	10,906.00
5700-5799: Transfers Of Direct Costs	Title I	10,250.00
None Specified	Title I	8,191.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 – English Language Arts	54,050.00
Goal 2 – English Language Development	98,305.00
Goal 3 – Mathematics	60,872.00
Goal 4 – Disproportionality	143,312.00
Goal 5 – World Language	
Goal 6 – Science	813.00
Goal 7 – History/Social Science	
Goal 8 – Counseling	9,300.00
Goal 9 – Career and Technical Education	
Goal 10 – Fine Arts	
Goal 11 – Physical Education and Health	

Annual Notice of Uniform Complaint Procedures & Non-Discrimination/Sexual Harassment Policies

The school site council (SSC) and English Language Advisory Committee (ELAC) have been provided with and discussed, the rights of parents, students, and staff about:

- The district's policies and administrative regulations for AR1313.a:
 - Uniform Complaint Procedures
 - Non-Discrimination/Sexual Harassment

School Site Council

Signature

English Learner Advisory Committee

Signature

Title I Parent Involvement Policy

Folsom Cordova NCLB Title I
Site Level Parent Involvement Policy

MISSION STATEMENT

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

VISION STATEMENT:

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

Parents are invited to give input into the Parent Involvement Policy through the following:

- Title I annual parent meeting in the Fall
- Information about their child's participation in school-wide Title I programs
- Information about their child's participation in Supplemental Education Services
- Back to School Night
- Monthly school newsletters/bulletins

Parent input received through the following:

- Parent Survey
- School Site Council
- English Language Advisory Council
- Home visits, Parent conferences and communication with families.

Policy will be monitored and reviewed by staff and parents each year: -

- Leadership Team
- Parent meetings
- School Site Council

School Parental Involvement Agreement (Policy)

White Rock Elementary School will:

- Involve parents in the planning, review, and implementation of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any school-wide plan, in an organized, on-going, and timely manner.
- Hold an annual meeting to inform parents of the school's participation in Title I programs and to explain the Title I requirements, and the rights of parents to be involved. The school will convene the meetings at convenient times to parents, and will offer a flexible number of additional parental involvement meetings, such as morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I programs and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents understand.

- Provide parents of participating students information in a timely manner about Title I programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure student's progress, the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their student. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual report about the performance of their students on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their student has been assigned or has been taught for four (4) consecutive weeks by a teacher who is not highly qualified with the meaning of the term.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Site Council.

This policy was adopted by White Rock Elementary School and will be in effect for the period of September 2016 to June, 2017. The school will distribute this policy to all parents of participating Title I, Part A children.

Sandy Spaulding, Principal

Title I Parent Compact

White Rock Elementary 2016-17

It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in everyday life.

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- To teach district approved curriculum through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful daily homework assignments to reinforce and extend learning.
- 20 minutes of reading + 30 minutes of homework for grades 1-2
- 30 minutes of reading + 60 minutes of homework for grades 3-6
- Participate in professional development opportunities that improve my teaching and learning skills as well as support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make our school accessible and a welcoming place for families to help each student achieve our school's high academic standards.
- Respect the school, students, staff, and families.

Teacher Signature: _____ Date: _____

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my 'screen time', and instead read and study everyday after school.
- Respect the school, fellow students, staff, and families.

Student Signature: _____ Date: _____

Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor 'screen time.'
- Read to my child or encourage my child to read every day.
- 20 minutes for Grades K-2
- 30+ minutes for Grades 3-6
- Ensure that my child attends school everyday, gets adequate sleep, regular medical attention, and proper nutrition.
- Regularly monitor my child's progress in school.

- Participate/volunteer in school activities, attend parent-teacher conferences and respond to notices in the communication folder.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent / Guardian Signature: _____ Date: _____

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sandy Spaulding	X				
Pam Pisciotto		X			
Doreen Muscott			X		
Karen Peterson		X			
Sharon Griffin		X			
Gabriela Rodriguez				X	
Maria Ramirez Corona				X	
Aurora Perez				X	
Amanda Robinson				X	
Numbers of members of each category:	1	3	1	4	

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) Membership

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 Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sharon Greene			X		
Sandy Spaulding	X				
Maria Corona				X	
Aurora Perez				X	
Gabriela Rodriguez				X	
Numbers of members of each category	1		1	3	
TOTALS (Check for Parity)		2		3	

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 Single 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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 9/21/2016.

Attested:

Sandy Spaulding

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Site Summaries

Tolerance & Diversity and Clubs:

Diversity of Cultures

Strong school programs pay attention to the various cultures represented by their current student population. Schools can use a variety of technologies to compare cultural experiences. These strong programs also employ various methods for promoting tolerance in order to increase an understanding of different “unwritten rules” rather than ignoring or destroying the diverse beliefs, behaviors and choices of other cultures.

White Rock’s plan for a diverse — multicultural — tolerance program is implemented in several ways.

1. Our staff and students participate in the Caring Community Program particularly focusing on Buddy Activities. Classes are paired up – older with younger students – and regular activities for sharing and interacting with others are shared throughout the year. This buddy program is another way to incorporate reading activities.
2. School Pride Assemblies are held each month with a focus on “Skills for Life”. Each month staff focuses on attributes including: Caring, Teamwork, Problem Solving, Confidence, Effort and Responsibility
3. “Steps to Respect” lessons are taught in individual classroom in addition to small groups with paraprofessionals conducting the lessons in age appropriate groups.
4. Other assemblies, such as Touch of Understanding, and Anti Bullying - song workshops have been scheduled to offer positive experiences with multicultural activities.

Site Technology Overview:

Site Technology Plan – White Rock

3 - Curriculum Components

Teachers’ and Students’ Current Access to Technology Tools

Details About White Rock Elementary School Access

Current Technology Access Chart

White Rock has worked on improving teachers’ and students’ access to current technology tools, and has made progress in this area. Our school has a student-to-computer ratio of 3 to 1, for internet accessibility, plus one computer available to every classroom teacher for productivity and administration. This number is expected to rise in the coming years targeted increasing accessibility for Common Core.

In addition to the array of during-school technology-based activities, White Rock has a variety of before/after school interventions, parent education classes, and staff development. Special provisions are made for programs focused on assisting all student learners and adult ELL, Special Education students as well as other curricular programs. These programs are available via White Rock’s lab during, before/after school, with special assistance provided as possible.

Summary of Our Curricular Goals

White Rock Elementary School’s overall curricular goals are aligned to:

- the California State Content Standards, with California Common Core all grades.
- the Folsom Cordova Unified School District’s Curricular Goals (as noted in the district Technology Plan),
- Our School Improvement Plan, and
- A variety of other guiding planning resources, as noted below:

ELA goals based on Mid-Year summative and DPA– analysis & comparison still in progress.

The DPA are a growth model assessment and were based on the 1997 CA state standards. These standards have now changed and the DPA, district report card and state assessment programs are shifting as a result. This makes sense so students are being tested on the current standards, not the old ones (1997).

Technology used in its various forms is critical for preparing our students for academic success. Teachers need to integrate technology into their daily instruction, including opportunities for students to demonstrate their understanding of curriculum content through technological means.

Based on our school's current curricular areas of focus, the goals are described as follows:

Goal 3.1: Integrate Technology into Targeted Areas of the Curriculum in Language Arts and Math

Objective 3.1.1: 100% of all K-5 teachers and appropriate support personnel will demonstrate effective use of the software supplied with the math program and the English Language Arts program to improve reading performance.

Objective 3.1.2 100% of all 6th grade teachers will effectively use the software supplied with the adopted English Language Arts program to improve reading performance.

Objective 3.1.3 Continue to develop and implement teacher collaboration in common lesson plan designing and articulation via the use of technology.

Objective 3.1.4 Continue 100% of the teachers to input assessment data using an online system.

Goal 3.2: Integrate NETS Standards into Targeted Areas of the Curriculum

Objective 3.2.1: By the end of Grade 2, 75% of all students will meet or exceed grade level proficiencies identified by the NETS Standards for Students, Grades PreK-2.

Objective 3.2.2: By the end of Grade 5, 75% of all students will meet or exceed grade level proficiencies identified by the NETS Standards for Students, Grades 3-5.

Objective 3.2.3: By the end of Grade 6, 75% of all students will meet or exceed grade level proficiencies identified by the NETS Standards for Students, Grades 6-8.

Goal 3.3: Monitor Technology Program Implementation by Specialized Needs Student Groups to Ensure Appropriate Access

Objective 3.3.1: English Language Learners - 75% of all English Language Learners will have the opportunity to increase English language fluency through the use of Let's Go, Lexia, Read Naturally, Education City or other reading development software.

Objective 3.3.2: GATE – 95% of all elementary GATE students will utilize technology as part of their individualized, differentiated plan goals.

Objective 3.3.3: Special Education – 75% of all special education students use will receive individualized practice to build basic skills.

Goal 3.4: Improving Communication between School Departments and Teachers for Administrative/Attendance Tasks

Objective 3.4.1: Use of Powerschool to enable teachers to track attendance, assessment data and grades from the classroom directly to the school system, teachers will demonstrate 100% use by the end of the plan term.

Objective 3.4.2 Continue to issue 4-6 standards-based report cards via school database system.

Hardware and Software Goals

Goal 5.1: Provide Hardware to Successfully Achieve Goals Set Forth in this Plan.

Objective 5.1.1: Continue use of Smartboard for instructional delivery.

Objective 5.1.2: Purchase computers as needed support the computer lab and classrooms, providing up-to-date technology in the lab and classrooms.

Goal 5.2: Upgrade and Maintain Software

Objective 5.2.1: Continue to Upgrade all software; FastMath, Let's Go, Lexia, Education, City, Renaissance Math and Reading, etc. to support instruction and skill building

Objective 5.2.2: Upgrade software programs to maximize efficiency and student progress.

§6 – Funding & Budget

Established and Potential Funding Sources

Funding sources available to White Rock that we will use to support these goals include, but are not limited to the following:

? Grants

? Site funding dedicated to these goals

? Title I funds

? SLIP funds

? Site Council

? Local Donations

Ongoing Technical Support Provided by District

The District's Department of Educational Technology & Information Systems will continue to provide technical support throughout our school, as detailed above. This support includes personal computer troubleshooting and repairs, and support for the network, student data systems, mainframe, and other related technologies.

The current levels of staffing will need to be expanded in the future, as the numbers of computers and size of our network grows. As budgets, grants or other funding sources allow, this staffing should be added.

School Replacement Policy for Obsolete Equipment

Our school makes every effort to replace obsolete equipment is replaced in a timely fashion, as funding allows. The budget cuts have affected the ability to replace computers at a rate needed to keep computers under maintenance.

The ideal system for site planning would be a 20% allocation each year for replacement of computers, with the plan that computers be replaced every five years. (Our computers go “beyond economical repair” and lose district support after five years.) This system may be impacted by lack funding sources, budget cuts, or large quantities of computers being acquired at the same time, such as new school construction, large state or federal grant program acquisitions, etc. In that scenario, we have to plan for how to stage updating at least portions of the equipment in a timely manner.

Bullying Prevention and Intervention:

White Rock uses Steps to Respect and PBIS to deliver lessons on anti-bullying strategies for our K-6 students.

Career Technical Education (CTE) – Secondary:

- **Description:**
Sites: Insert brief site description of Career Technical program---include description of how you address required elements.

N/A
- **Funding:**
Describe funding
- **Uses:**
What is your CTE money primarily used for?
- **Evaluation of effectiveness:**
How do you evaluate effectiveness of services?
Are there areas of discrimination or denial of services that have been identified? What resolution has been planned/implemented?
- **Responsible:**
Name & phone number

CA School-Aged Families Education (Cal-SAFE) – Adult Education CEC:

- **Description:**
Sites: Insert brief site description of Cal-SAFE program---include description of how you address required elements.

N/A
- **Funding:**
Describe funding

- **Uses:**
What is your Cal-SAFE money primarily used for?

- **Evaluation of effectiveness:**
How do you evaluate effectiveness of services?

- **Responsible:**
Name & phone number

Recommendations and Assurances

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1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

- State Compensatory Education Advisory Committee
- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Program Advisory Committee
- District/School Liaison Team for schools in Program Improvement
- Compensatory Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list):

Signature
Aurora Perez

Signature

Signature

Signature

Signature

Signature

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 9/21/2016.

Attested:

Sandy Spaulding
Typed Name of School Principal

AS
Signature of School Principal

9/21/16
Date

Sharon Greene
Typed Name of SSC Chairperson

Sharon Greene
Signature of SSC Chairperson

9/21/16
Date

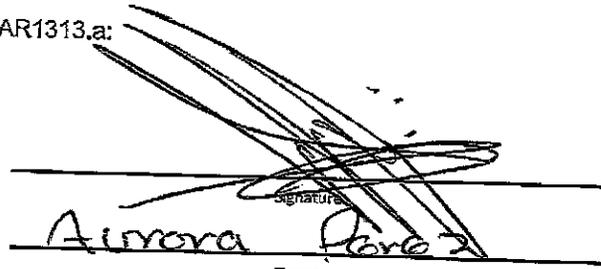
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- The district's policies and administrative regulations for AR1313.a:
 - Uniform Complaint Procedures
 - Non-Discrimination/Sexual Harassment

School Site Council

English Learner Advisory Committee



Signature

Aurora Perez

Signature



White Rock Elementary School

10487 White Rock Road

Rancho Cordova, CA 95670

NOTICE OF SITE COUNCIL MEETING

Open to the Public

Date: September 21, 2016

Time: 2:45 p.m.

Place: White Rock Elementary School, Office Conference Room

Published Agenda

- Welcome and establish quorum
- Review and approval of September 7 minutes
- Review of changes to SPSA, input from SSC/ELAC
- Training/Workshops (ESL, Technology)-Parents/Community Involvement
- Review and approvals on SPSA
- Safety Binder

SSC/ELAC Meeting-Sign In Sheet

September 21, 2016

1. Gaby Rodriguez

2. MARIA CORONA

3. Aurora Perez

4. Sharon GRIFFIN

5. Doreen Muscott

6. Hanken Peterson

7. Sharm Greene

8. 

9.

10.

11.

12.

SSC/ELAC Meeting minutes for 9/21/2016

Minutes recorded by Doreen Muscott, Parent Coordinator

The meeting was called to order by Principal, Sandy Spaulding at 2:45pm, held in the staff conference room at White Rock Elementary.

Attended:

Sandy Spaulding, Principal
Doreen Muscott, Parent Coord.
Karen Peterson, Teacher
Gaby Rodriguez, Parent

Sharon Greene, Teacher non-voting
Sharon Griffin, Teacher
Maria Ramirez, Parent
Aurora Perez, Parent

SPSA

- Page 10 changed to read Kindergarten – 6th grade, no official scores at this time
- State wants 50% of students to make progress
 - White Rock at 45%
 - 50% in country less than 5 years to grow (WR at 18%)
 - 5+ year 50% fluent (WR at 37.5%)
- Page 55 Sandy reviewed total Expenditures (breakdown is listed form page 32-50)
- Page 31 – Average rated scored by 6 teachers
 - Teachers getting more training for Benchmark to feel more comfortable teaching new curriculum
- Page 8 – remove Read 180
- Page 63 – remove Tricia Jenkins

Sharon Griffin motions to approve SPSA for 2016-2017 school year, Karen Peterson seconds, all approved.

Safety Binder

- Would like a parent representative or someone from community

Old Business

- Principal addressed the issue of a staff member smoking on school grounds
- Principal addressed the issue of notices going home with incorrect translations

Questions

Gaby Rodriguez

- Children less than 5 years here harder to teach as parents also her less than 5 years (harder to teach English at home)
 - Tests will now match curriculum
- Who chooses the new Curriculum?
 - Teachers piloted new curriculum – 2 chosen last year
 - 4th/5th piloting new computer programs to help
 - Next year 2 more programs to be piloted
 - White Rock teachers want to always be a part of the pilot program

Maria Ramirez

- Field trip for 5th/6th grade
 - Under discussion

DELAC Representative

- Aurora Perez

Doreen set up Parent meeting for Wednesday, September 28 at 2:45pm

Adjourned 3:45pm

Next meeting 1/25/2017 2:45pm