

2017-2018

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
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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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Table of Contents

School Vision and Mission	5
School and Community Profile	5
Comprehensive Needs Assessment Components	6
Data Analysis	6
Surveys	6
Classroom Observations.....	6
Analysis of Current Instructional Program	6
Description of Barriers and Related School Goals	9
Ten Components of a Schoolwide Program Plan	10
Evaluation of Effectiveness Summary	14
School and Student Performance Data	18
CAASPP Results (All Students)	18
CELDT (Annual Assessment) Results.....	22
CELDT (All Assessment) Results	23
2016-17 "At-Risk" and Long-Term English Learners (LTEL)	24
District Assessment Form - English Language Arts	26
District Assessment Form – Mathematics	27
Summary of Additional Assessment Data	28
Survey of School Effectiveness Summary.....	30
Planned Improvements in Student Performance	31
English/Language Arts	31
English Language Development	35
Mathematics.....	38
Disproportionality	42
Science.....	45
Counseling/SEL	47
Physical Education and Health	49
Summary of Expenditures in this Plan.....	50
Total Allocations and Expenditures by Funding Source	50
Total Expenditures by Object Type.....	51
Total Expenditures by Object Type and Funding Source.....	52
Total Expenditures by Goal	53
Annual Notice of Uniform Complaint Procedures & Non-Discrimination/Sexual Harassment Policies	54
Title I Parent Involvement Policy.....	55

Title I Parent Compact57
School Site Council Membership59
English Learner Advisory Committee (ELAC) Membership.....60
Recommendations and Assurances.....61

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. Due to low academic growth of our students, White Rock qualified for a School Improvement Grant. For the next three years, staff will have intensive professional development that will focus on Professional Learning Committees/Impact Teams as well as target student learning through assessment and data analysis. Of our 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 Community Eligibility Provision 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 2016-17 school year, 499 students were enrolled in grades Preschool through six. The school's gender distribution is roughly equal with 250 boys and 270 girls enrolled. Our largest ethnic group, 48%, is Hispanic/Latino. Significant subgroups include Whites at 24% and African Americans at 17.64%. An Average of 80 1st through 6th grade students are enrolled in the ASES after-school program until 6:00 pm.

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

Our Title 1 Academic Coach, and Intervention teachers work with students in small groups to address gaps in concepts. They also work with teachers to plan instruction, and assist with data analysis. The School Improvement Grant (SIG) will bring to our site an Assistant Principal, Marriage Family Therapist, Math Intervention Teacher and a site based substitute. Community members (like the Rotary, 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, coffee with the Principal, family events, Home visits, informational classes for parents, coffee with the principal and volunteer opportunities. We tailor our outreach in response to conversations that staff and administration have had with parents as well as insight we receive through Site Council.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

As a Title 1 school, White Rock Elementary conducts an 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 the district approved 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 help teachers learn which students need before and after school interventions as well as help identify needs for targeted instruction and Multi-Tiered Support System (MTSS) /SIPPS groupings.

Staffing and Professional Development

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. Due to the new SIG grant, the faculty participates in extended professional development with Corwin Publishers.

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

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

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 assessments and 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 with Corwin on Impact Teams, and writing instruction. Teachers worked together to identify an essential standard in ela- RI 1 which is not limited to expectations for instruction in phonics, common instructional strategy language, and building stamina in reading. In addition, the staff attend professional development provided by the district and 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)

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

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. WRE has a mobile device ratio of 1:1.

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

Opportunity and Equal Educational Access

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 : Core 5 LEXIA, I-Ready and SIPPS, Read Live, STAR Reading, STAR Math. All 3-6th staff are in the process of being trained in GLAD strategies to improve student engagement. The Principal, AP, and Title 1 teacher /Intervention 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 includes parents who meet with staff to stay informed on school progress and provide input on programs and budgeting. In addition, our English Language Advisory Committee (ELAC) meets at least three times a year to discuss ways in which White Rock Elementary and the community can work together to support English Language learners in their academic growth. Parents are invited to meet with the Principal for informal discussions during our monthly coffee with Principal gatherings.

Funding

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

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

18. Fiscal support (EPC)

Our school has access to EL funding, district support funds, SIG Grant, 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 223 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 and to become visibly involved in their children's education. 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. All means All!
- Teachers will focus on essential standards in Reading and Math. We will target teacher efficacy, feedback and student goals.
- 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/Impact Teams 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

2016-17 School Year

For the 2016-17 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 8 students read less than 20 words per minute. 13 less than 40 words per minute, 8 between 41-60, 61-80 words per minute, 10 read 81-100 words per minute and 8 students read over 100 words per minute.

Of the 2nd grade, 3 students read less than 20 cwpm; 10 read between 25 and 40 cwpm; 8 read between 41 and 60 cwpm; 13 read between 61 and 80 cwpm; 18 read between 81 and 100 cwpm; and 21 students read between 100-125 and 5 read over 125 cwpm.

3rd 2 students read less than 50 cwpm; 14 read between 51 and 75 cwpm; 11 read between 76 and 100 cwpm; 19 read between 101 and 125 cwpm; 9 between 126 and 160 cwpm; there were 31 students without scores.

4th grade: 3 students read less than 50 words per minute; students read 2 between # 51-75 20 students read between 76 and 100 cwpm; 22 read between 101 and 125 cwpm and 19 read between 126 and 150 cwpm, 5 read over 151 words per minute and 2 students had no scores.

5th 3 students read less than 50 cwpm; 5 read between 51 and 80 cwpm, 17 read between 81 and 100 cwpm; 22 read between 101 and 125 cwpm; 19 read between 126 and 150 cwpm, 5 students read from 151 to 175 words per minute.

ORP assessments were completed for all grade levels, however the results were not captured in the district data recording system for some 3rd grades. AIC and Intervention teacher will continue to ensure that all data is entered on a timely basis.

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 28% in English/Language Arts and 32% 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 Lexia, iReady, Read Naturally, Renaissance Place Interventions, Accelerated Reader, Hands on Equations, Sequential Math, Education City, Fasttmath. 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. WRE staff will implement work from John Hattie's Visible Learning. We are committed to improving teacher efficacy and build relationships with students.

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. Commitment to 45 minutes daily of Writer's Workshop to improve comprehension. 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, Daily 5, GLAD, targeted EL strategies from Benchmark. 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 on a weekly basis. They use the Impact Team Note template to focus their efforts. 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, 2 Intervention teachers, and an additional site based roving substitute to provide release time for teacher's professional development. 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 and writer's workshop 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/SWIS, Professional Learning Communities/Impact Teams, 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, and Strategic Academic Discussion, Cooperative Learning. We implemented instruction in writing

across the curriculum and English Development Strategies embedded in Benchmark. We also will be implementing Writer's Workshop, so PD opportunities will be offered in this realm as well as Benchmark ELA. 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.. Other workshops that our parents expressed an interest in for the 2016-17 school year included: English for adults, and Parenting Classes. We plan to continue the adult ESL classes, Playgroup and home visits. We 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. Our State Preschool 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 in neighboring schools, 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 IReady, 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. We also use SIPPS Mastery Diagnostic assessment to help teachers target instruction based on documented student need. Next year, we plan to use Running Records as well.

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, IReady and Lexia, 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, 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 Summary

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"> • PD with Corwin-Core Collaborative Paul Bloomberg, Barb Pitchford • Support of Writing Curriculum K-3 • Collaboration release days • data analysis • 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 • explore PTA
Priority 3:	Expenditures to support priority 3:

Strategies Identified in 2016-17 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 2016-17 SPSA and Degree of Implementation for Each Strategy				
	Degree of Implementation: ✓			
	Fully Implemented	Partially Implemented	Not Implemented Yet	Modified or Eliminated
Strategy 9: Corwin 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 teachers in 2017-18
2. Partially or non-implemented strategy:	Lexia- as intervention
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 2016-17 for students in 4-6 Intervention teacher will print usage report weekly and notify principal/teachers of student usage as appropriate.
3. Partially or non-implemented strategy:	Writing curriculum- full implementation
Barrier(s) to strategy:	need k-6 curriculum planning by design by grade level
Action(s) taken to mitigate/overcome barrier:	need k-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:	Corwin PD- Core Collaborative
Barrier(s) to strategy:	This is the beginning of ongoing training for the next three years. We are starting Impact Teams with 1st and 3rd grades (k and 4th will shadow them and be the next target group).

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:	Continue to attend PD sessions based on LCAP and School goals Focus on reading and comprehension with a slow and sustainable roll out of pd.
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:	second 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. 2017-18 will see using a focused implementation of the Benchmark Curriculum for ELA, we will continue and increase our use of similar writing prompts across grade levels, and training in calibrating scores. In spring, we expect training in Writer's Workshop from Core Collaborative.

SPSA Strategies that were effective in improving student achievement for the target audience/Data evidence	
Effective Strategy:	Data Evidence:

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.
2. Technology use	some staff members are not able to access the Google drive as witnessed in ECBN meetings. Intervention team will provide staff pd to familiarize the staff with technology.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	79	72	80	76	72	77	75	72	77	96.2	100	96.3
Grade 4	69	69	66	67	68	64	64	68	64	97.1	98.6	97
Grade 5	70	71	67	68	70	65	68	69	65	97.1	98.6	97
Grade 6	33	34	34	33	34	34	33	34	34	100.0	100	100
All Grades	251	246	247	244	244	240	240	243	240	97.2	99.2	97.2

* 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		
	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
Grade 3	2343.1	2358.2	2360.5	1	0	1.30	7	17	15.58	25	25	33.77	66	58	49.35
Grade 4	2386.3	2422.3	2427.4	1	10	12.50	9	18	26.56	25	19	12.50	60	53	48.44
Grade 5	2453.2	2431.2	2420.0	4	1	3.08	29	10	16.92	22	36	12.31	44	52	67.69
Grade 6	2497.5	2524.9	2496.5	9	9	5.88	21	41	26.47	42	35	41.18	27	15	26.47
All Grades	N/A	N/A	N/A			5.42			20.42			23.33	53	49	50.83

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	4	6	1.30	25	36	42.86	71	58	55.84	
Grade 4	2	4	18.75	33	46	42.19	66	50	39.06	
Grade 5	7	4	4.62	38	36	41.54	54	59	53.85	
Grade 6	6	18	5.88	55	47	55.88	39	35	38.24	
All Grades	5	7	7.50	35	40	44.17	60	53	48.33	

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	3	1	3.90	24	43	45.45	72	56	50.65	
Grade 4	2	7	9.38	38	51	48.44	61	41	42.19	
Grade 5	12	3	3.08	53	45	40.00	35	52	56.92	
Grade 6	9	18	2.94	45	56	55.88	45	26	41.18	
All Grades	6	6	5.00	39	48	46.25	55	47	48.75	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	7	6.49	52	63	62.34	43	31	31.17
Grade 4	8	9	10.94	59	69	50.00	33	22	39.06
Grade 5	3	4	10.77	66	55	46.15	31	41	43.08
Grade 6	12	18	8.82	73	79	76.47	15	3	14.71
All Grades	6	8	9.17	61	65	56.67	33	27	34.17

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	1	5.19	40	51	45.45	56	47	49.35
Grade 4	0	15	14.06	41	47	43.75	39	38	42.19
Grade 5	21	3	9.23	49	70	30.77	31	28	60.00
Grade 6	21	24	23.53	64	62	58.82	15	15	17.65
All Grades	10	9	11.25	46	57	42.92	39	35	45.83

Conclusions based on this data:

1. Overall our 5th grade students dropped in their reading scores in 2016-17
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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	79	73	80	77	73	78	74	71	78	97.5	100	97.5
Grade 4	69	69	66	68	68	65	68	68	65	98.6	98.6	98.5
Grade 5	70	71	67	69	69	66	68	69	66	98.6	97.2	98.5
Grade 6	33	34	34	33	34	34	33	34	34	100.0	100	100
All Grades	251	247	247	247	244	243	243	242	243	98.4	98.8	98.4

* 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		
	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
Grade 3	2375.7	2375.7	2393.3	3	0	5.13	13	21	25.64	35	28	25.64	45	51	43.59
Grade 4	2413.4	2454.6	2447.6	0	10	6.15	12	21	29.23	38	43	36.92	50	26	27.69
Grade 5	2463.5	2423.1	2449.2	7	0	4.55	13	3	6.06	32	30	33.33	46	67	56.06
Grade 6	2488.7	2503.9	2472.0	6	3	5.88	12	18	8.82	36	53	35.29	45	26	50.00
All Grades	N/A	N/A	N/A	4	3	5.35	13	15	18.93	35	36	32.10	47	45	43.62

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	7	19.23	36	39	26.92	54	54	53.85
Grade 4	4	16	18.46	28	38	35.38	68	46	46.15
Grade 5	9	1	7.58	35	22	21.21	56	77	71.21
Grade 6	9	3	8.82	27	53	23.53	64	44	67.65
All Grades	8	7	14.40	33	36	27.16	60	57	58.44

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	1	7.69	38	39	51.28	58	59	41.03
Grade 4	1	12	10.77	43	49	49.23	56	40	40.00
Grade 5	7	0	4.55	38	25	34.85	54	75	60.61
Grade 6	9	6	5.88	55	50	41.18	36	44	52.94
All Grades	5	5	7.41	42	39	44.86	53	56	47.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	4	8.97	50	63	57.69	45	32	33.33
Grade 4	3	15	10.77	35	49	49.23	62	37	40.00
Grade 5	7	4	1.52	50	26	36.36	43	70	62.12
Grade 6	12	12	11.76	67	68	47.06	21	21	41.18
All Grades	6	8	7.82	48	49	48.15	46	43	44.03

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		
	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
K	8			8		14	42	***	14	42		29		***	43
1	6	4	4	11	22	21	56	24	39	17	33	21	11	17	14
2			9	15	18	20	54	41	30	22	24	33	10	18	9
3	5	6	3	12	18	30	45	47	40	29	24	17	10	6	10
4	3	6	16	23	22	28	46	50	34	17	17	9	11	6	13
5	16	3	5	32	47	54	36	41	32	8	6	3	8	3	5
6	33		6	25	20	44	33	70	38	8	10	13			
Total	7	4	7	17	24	31	47	42	34	20	21	17	9	10	10

Conclusions based on this data:

- 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 lready 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. Staff will be guarantee 45 minutes a day of writing to build student skills in writing and reading comprehension.

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		
	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
K	2			4			18	18		36	30		40	52	
1	5	4		11	21		54	23		16	31		14	21	
2				15	17		54	40		22	23		10	20	
3	5	5		11	16		45	42		27	24		11	13	
4	3	6		23	22		46	50		17	17		11	6	
5	16	3		32	47		36	41		8	6		8	3	
6	33			25	20		33	70		8	10				
Total	6	3		15	20		41	37		22	22		16	18	

Conclusions based on this data:

1. Fewer students are scoring at Early Advanced in All CELDT Assessments.
2. CELDT will change to ELPAC and students will be tested in spring 2018.

School and Student Performance Data

2016-17 "At-Risk" and Long-Term English Learners (LTEL)

Name	English Learners				RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL		
Blanche Sprentz Elementary	45	5	0	4	10	64
Carl H. Sundahl Elementary	6	3	1	0	17	27
Cordova Gardens Elementary	50	12	6	12	15	95
Cordova High	51	4	113	59	507	734
Cordova Meadows Elementary	78	27	0	15	13	133
Cordova Villa Elementary	103	21	0	20	15	159
Empire Oaks Elementary	21	3	0	1	24	49
Folsom Cordova K-8 Community Charter	6	0	4	2	4	16
Folsom High	16	2	20	8	262	308
Folsom Hills Elementary	19	1	0	4	14	38
Folsom Lake High	0	0	1	7	7	15
Folsom Middle	5	0	13	10	112	140
Gold Ridge Elementary	59	7	0	5	53	124
Kinney High (Continuation)	0	1	13	3	23	40
Mather Heights Elementary	23	3	0	6	27	59
Mills Middle	35	0	61	61	208	365
Natoma Station Elementary	35	0	0	1	27	63
Navigator Elementary	46	18	0	9	33	106
Nonpublic, Nonsectarian Schools	0	0	3	1	1	5
Oak Chan Elementary	17	2	0	3	21	43
Peter J. Shields Elementary	82	17	0	20	25	144
Prospect Community Day School	0	0	0	1	5	6
Rancho Cordova Elementary	125	24	0	24	20	193
Riverview STEM Elementary	18	1	0	2	35	56
Russell Ranch Elementary	31	2	0	4	69	106
Sandra J. Gallardo Elementary	42	4	0	4	55	105
Sutter Middle	21	4	20	10	193	248
Theodore Judah Elementary	46	7	0	5	54	112
Vista del Lago High	5	2	11	1	136	155
W. E. Mitchell Middle	7	1	54	51	179	292
Walnutwood High (Independent Study)	2	1	8	1	17	29
White Rock Elementary	140	33	2	32	40	247
Williamson Elementary	134	28	0	19	43	224

Name	English Learners				RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL		
Folsom-Cordova Unified	1,268	233	330	405	2,264	4,500
Sacramento County	21,955	4,686	7,279	8,391	30,818	73,129
State	683,688	152,669	230,119	265,929	1,047,267	2,379,672

Conclusions based on the school data:

1. According to CDE Dataquest website, WRE has 33 students at risk of becoming long term English Learners, 2 are Ltels and 40 were reclassified as proficient in 2016-17.

Conclusions based on the district data:

- 1.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
ELA DPA Fall	35			17			29			37			7			6			42					
ELA DPA	76			36			40			38			17			9			56					
ELA DPA	87			50			51			51			27			19			35					

Conclusions based on this data:

1. This was year two 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 was 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. Using the DPA, 1st graders grew in reading skills. In the fall, 10 students scored emerging, 46 at level k. In the spring, 0 were emerging, 39 were at K, 12 at early 1st, 6 at mid first and 10 at late first grade level. 2nd grade started with 35 students at Kinder level, 40 at 1st, 10 at early second, 6 at middle second, and 1 at late 2. They ended the year with 13 students at level k, 31 at level 1, 25 at early 2nd, 8 at mid 2nd, 11 at late 2nd and 6 at level 3. 3rd grade began the year with 3 in level k, 36 in level 1, 22 in level 2, 11 at early 3, and 5 at mid 3rd. They ended the year with 4 students at level K, 16 at level , 73 at level 2, 29 at level 3, 6 at mid 3 and 6 at late 3. 4th grade started with 3 at level k, 6 at level 1, 5 at level 2, 42 at level 3 and 7 at early 4. They ended the year with 2 students at level k, 3 at level 1, 15 at level 2, 34 at level 3, 4 at level early 4, 13 at mid 4 and 1 at late 4. 5th grade started with 11 students at level 1, and ended with 12. They started with 15 at level 2, and ended with 2. 5th started with 46 at level 3 and ended with 27, started with 19 at level 4 and ended with 38, they started with 6 in early 5 and ended with 10, started with 1 at mid 5th and ended with 3 at mid 5th. Some grade levels have a discrepancy between the number of data samples at the beginning of the year versus the end of the year. This may be attributed to the number of students who left the school and the new students who arrived during the end of the year.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Math DPA Fall	26			11			8			2			27			9			48					
Math DPA	47			25			15			24			33			24			64					
Math DPA	75			49			40			33			59			36			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.
- 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 second year of implementation of Iready, instructional time for the 2016-17 school year was increased to a minimum of 45 minutes per week for mathematics.
- 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..
1st 2nd grade 3rd 4th 5th

emerging 11 3 emerging k 1 0
 level k 48 52 level k 35 16 grade level k 9 5 level k 5 4
 mid k 2 0 level 1 45 45 level 1 22 12 level 1 15 2 level 1 11 12
 early 1 0 10 early 2 8 17 level 2 47 43 level 2 22 14 level 2 15 2
 level 1 0 0 level 2 0 0 early 3 3 12 level 3 30 31 level 3 46 27
 mid 1 11 mid 2 3 16 level 3 0 0 early 4 5 14 level 4 19 38
 late 1 1 late 2 0 0 mid 3 1 19 level 4 0 0 early 5 6 10
 mid 4 0 14 mid 5 1 3
 late 5 0 0

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 2017

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 grade 8 students read less than 20 words per minute. 13 less than 40 words per minute, 8 between 41-60, 61-80 words per minute, 10 read 81-100 words per minute and 8 students read over 100 words per minute.
Of the 2nd grade, 3 students read less than 20 cwpm; 10 read between 25 and 40 cwpm; 8 read between 41 and 60 cwpm; 13 read between 61 and 80 cwpm; 18 read between 81 and 100 cwpm; and 21 students read between 100-125 and 5 read over 125 cwpm.
3rd 2 students read less than 50 cwpm; 14 read between 51 and 75 cwpm; 11 read between 76 and 100 cwpm; 19 read between 101 and 125 cwpm; 9 between 126 and 160 cwpm; there were 31 students without scores.
4th grade: 3 students read less than 50 words per minute; students read 2 between # 51-75 20 students read between 76 and 100 cwpm; 22 read between 101 and 125 cwpm and 19 read between 126 and 150 cwpm, 5 read over 151 words per minute and 2 students had no scores.
5th 3 students read less than 50 cwpm; 5 read between 51 and 80 cwpm, 17 read between 81 and 100 cwpm; 22 read between 101 and 125 cwpm; 19 read between 126 and 150 cwpm, 5 students read from 151 to 175 words per minute.
ORP assessments were completed for all grade levels, however the results were not captured in the district data recording system for some 3rd grades. AIC and Intervention teacher will continue to ensure that all data is entered on a timely basis.

3. Teachers will be trained in Guided Reading and will use small group instruction to improve reading skills.

Name of Assessment:

Date of Assessment:

Grade Level(s): K-6

Content Area: ELA-Writing-Ri2, ri5

FINDINGS:

1. Our site is working with Core Collaborative to improve our guided reading and bring up our scores across the board.
3. students will have writing time for 45 minutes daily and we will have PD in Writer's Workshop in the spring.

Name of Assessment:

Date of Assessment:

Grade Level(s):

Content Area:

FINDINGS:

Name of Assessment:

Date of Assessment:

Grade Level(s):

FINDINGS:

Name of Assessment:

Grade Level(s):

FINDINGS:

Content Area:

Date of Assessment:

Content Area:

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	2.6
Challenging Goals and Effective Feedback	2.4
Collegiality and Professionalism	2.7
Student Motivation	2.4
Instruction	2.7
Classroom Curriculum Design	2.6

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)
Reading Comprehension/Guided Reading	ela/eld
Writer's Workshop (toward the end of the 2017-18 year)	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 CA Common Core Standards. 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: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in Reading/Language Arts. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
School Goals: 1. All students' core reading/language arts (ELA) classes use the most recent SBE-adopted instructional materials (Benchmark- K-5), McGraw-Hill (6). K-3 teachers also use SIPPS for phonics. All teachers will provide ELD instruction daily. Additionally, students use IReady ELA for a minimum of 45 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 IReady 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. Writer's Workshop will be implemented for 45 minutes daily in all grade levels. 5. To support the LCAP goal 4.1, students will increase proficient reading levels to 60%. 6. Use Best instructional practices as suggested by Core Collaborative.
Data Used to Form this Goal:
SBAC ELA/CELDT, Oral Reading Passages data for individual students, DPA data for individual students, IReady and Lexia reports, common formative assessment, SIPPS Mastery test, Every Child by Name conferences and PLC /impact team 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 graders grew in reading skills. In the fall, 10 students

scored emerging, 46 at level k. In the spring, 0 were emerging, 39 were at K, 12 at early 1st, 6 at mid first and 10 at late first grade level. 2nd grade started with 35 students at Kinder level, 40 at 1st, 10 at early second, 6 at middle second, and 1 at late 2. They ended the year with 13 students at level k, 31 at level 1, 25 at early 2nd, 8 at mid 2nd, 11 at late 2nd and 6 at level 3. 3rd grade began the year with 3 in level k, 36 in level 1, 22 in level 2, 11 at early 3, and 5 at mid 3rd. They ended the year with 4 students at level K, 16 at level 1, 73 at level 2, 29 at level 3, 6 at mid 3 and 6 at late 3. 4th grade started with 3 at level k, 6 at level 1, 5 at level 2, 42 at level 3 and 7 at early 4. They ended the year with 2 students at level k, 3 at level 1, 15 at level 2, 34 at level 3, 4 at level early 4, 13 at mid 4 and 1 at late 4. 5th grade started with 11 students at level 1, and ended with 12. They started with 15 at level 2, and ended with 2. 5th started with 46 at level 3 and ended with 27, started with 19 at level 4 and ended with 38, they started with 6 in early 5 and ended with 10, started with 1 at mid 5th and ended with 3 at mid 5th. Some grade levels have a discrepancy between the number of data samples at the beginning of the year versus the end of the year. This may be attributed to the number of students who left the school and the new students who arrived during the end of the year.

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
1.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. CCSS ELA RI.2.1, RI.5	August 2017-May 2018	Title 1 Academic Coach, Faculty, intervention teachers 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	7188
2.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. cost already recorded above.	August 2017-May 2018	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	3852.50
			Field Trips	5700-5799: Transfers Of Direct Costs	Title I	1250
Title 1 Academic Coach and Intervention Teachers will provide push in model support as well as teacher assistance	August 2017-May 2018	Title 1 Academic Coach, Faculty, intervention	Title 1 Resource Teachers	1000-1999: Certificated Personnel Salaries	Title I	14981

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		teacher Sandy Spaulding, Curtis Wilson		3000-3999: Employee Benefits	Title I	4804
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. cost recorded above CCSS ELA RI.2.1, RI5	August 2017-May 2018	Grade Level Teams, Title 1 Academic Coach, intervention teacher, Principal, RTI team, district Title 1 Academic Coach, ELD Lead Teacher, Corwin support team	Teacher sub days for collaboration/ESL stipend, including but not limited to adult esl class, plc and writing collaboration days, GLAD training. Instructional aide supplemental hours subs for pd days for long term substitutes see above	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title I Title I Title I	3500 1354 1250
Focus on best instructional practices and participate in FCUSD/SCOE/CORWIN professional development opportunities.	August 2017-May 2018	Grade Level Teams, Title 1 Academic Coach, intervention teacher, Principal, RTI team, district Title 1 Academic Coah, ELD Lead Teacher,	Conferences/Other/Online services- sara conference, for example	5000-5999: Services And Other Operating Expenditures	Title I	500
Participate in Federal Program Monitoring Collaboration.	August 2017-May 2018	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, , Lexia and Writer's Workshop, Renaissance Place, IReady	August 2017-May 2018	Title 1 Academic Coach, intervention teacher,, Sandy Spaulding, District Lead Teachers		5000-5999: Services And Other Operating Expenditures	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will utilize Bilingual Instructional Aides to assist in parent engagement. cost is recorded already in this goal section.	August 2017-May 2018	Staff, BIAs	Supplemental Instructional aides for direct student/parental support	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits		
Extended day interventions	August 2017-May 2018	Sandy Spaulding, Kaye Malhi, Elena Cabrera, John Dixon, Curtis Wilson	Summer School Translation/Testing/Lead Teachers	None Specified None Specified	LCFF - Supplemental LCFF - Supplemental	
Offer more intervention programs	August 2017-May 2018	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 3000-3999: Employee Benefits	LCFF - Supplemental 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 CA Common Core Standards. 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 Entry
Performance Goal 2: All limited-English-proficient students will become proficient in English and as well as become proficient or better in reading/language arts and mathematics. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
1.School Goals: High quality direct instruction in ELD and SDAIE. 2. By the conclusion of the 2017-18 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 O1: 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 CCSS ELA RI.2.1, RI5	August 2017-May 2018	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	
				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	7188
			conference admission	5000-5999: Services And Other Operating Expenditures	Title I	500
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 2017-May 2018	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	14981
				3000-3999: Employee Benefits	Title I	4804
			collaboration meetings	1000-1999: Certificated Personnel Salaries	Title I	4750
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 2017-May 2018	Sandy Spaulding, parent coordinator	Parent Coordinator	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1297
				3000-3999: Employee Benefits	LCFF - Supplemental	237
			Instructional aide supplemental hours	2000-2999: Classified Personnel Salaries	Title I	1354

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			teachers	1000-1999: Certificated Personnel Salaries	Title I	0
				3000-3999: Employee Benefits	Title I	0
Extended day interventions	August 2017-May 2018	Principal, Title 1 Academic Coach, Curtis Wilson, Elena Cabrera	Summer School	None Specified	LCFF - Supplemental	
			Translation/Testing/Lead Teachers	None Specified	LCFF - Supplemental	
Offer more intervention programs	August 2017-May 2018	Principal and Staff	Provide additional programs and support to LTELS and high need students	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	13958
			Provide additional interventions and services during the school year as student academic needs are determined			
				3000-3999: Employee Benefits	LCFF - Supplemental	2952
			supplemental copier services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	34
			Field trips	5700-5799: Transfers Of Direct Costs	Title I	1250
	Online instructional materials and mobile devices - including but not limited to license renewals.	5000-5999: Services And Other Operating Expenditures	Title I	3852.5		

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 CA Common Core Standards. 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: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in Mathematics. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
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 Core Collaborative 5.. By the conclusion of the 2017-18 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. 6. Use best instructional practices as suggested by Core Collaborative.
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.. 1st 2nd grade 3rd 4th 5th emerging 11 3 emerging k 1 0 level k 48 52 level k 35 16 grade level k 9 5 level k 5 4 mid k 2 0 level 1 45 45 level 1 22 12 level 1 15 2 level 1 11 12

early 1 0 10 early 2 8 17 level 2 47 43 level 2 22 14 level 2 15 2
 level 1 0 0 level 2 0 0 early 3 3 12 level 3 30 31 level 3 46 27
 mid 1 11 mid 2 3 16 level 3 0 0 early 4 5 14 level 4 19 38
 late 1 1 late 2 0 0 mid 3 1 19 level 4 0 0 early 5 6 10
 mid 4 0 14 mid 5 1 3
 late 5 0 0

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 2017-May2018	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	7188
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 2017-May2018	site staff, Title 1 Academic Coach, intervention teacher, Sandy Spaulding, District Lead teachers,	Supplemental instructional field trips/activity fees- (samples listed in ELA) Supplemental books/supplies /equipment/technology- to include and not limited to chromebooks and mobile devices, technology to support the curriculum,	5700-5799: Transfers Of Direct Costs 4000-4999: Books And Supplies	Title I Title I	1250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff members will be involved in PD opportunities as they arise, and will report out to staff their findings.	August 2017- May2018	site staff, Title 1 Academic Coach, intervention teacher, Sandy Spaulding, District Lead teachers,	Teacher Subs/Temp/Hourly subs for professional development for long term subs.	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title I Title I	4750
Title 1 Academic Coach, Intervention teacher will work with staff to analyze data, evaluate and organize interventions, to support BIAs and assist in best first instruction.	August 2017- May2018	Principal, Title 1 Academic Coach, intervention teacher	Title 1 Academic Coach	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title I	14981 4804
Extended day interventions	August 2017- May2018	Sandy Spaulding, title 1 Academic Coaches, intervention teachers, Elena Cabrera, John Dixon, Curtis Wilson	Summer School Translation/Testing/Lead Teachers translation for parents/students	None Specified None Specified 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental LCFF - Supplemental Title I Title I	1354
Offer more intervention programs	August 2017- May2018	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 3000-3999: Employee Benefits	LCFF - Supplemental LCFF - Supplemental	13958 2952

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will use IReady math for a minimum of 45 minutes per week.	August 2017-May2018	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	3852.5
incentives for student academic growth	August 2017-2018	site staff, Title 1 Academic Coach, intervention teacher, Sandy Spaulding, District Lead teachers,	incentive and reward programs cost calculated above	5000-5999: Services And Other Operating Expenditures	Title I	

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 CA Common Core Standards. 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: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in all subject areas. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
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 2017- May2018	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
				3000-3999: Employee Benefits	LCFF - Supplemental	15771
			translation support	2000-2999: Classified Personnel Salaries	Title I	1129
			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	14981
		3000-3999: Employee Benefits	Title I	4804		
2. Parent Outreach and Academy on attendance, English classes, as well as school communication.	August 2017- May2018	Sandy Spaulding, Title 1 Academic Coach, intervention teacher, staff Parent Coordinator	supplemental books and supplies	4000-4999: Books And Supplies	Title I	7188
			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	1250
		3000-3999: Employee Benefits	Title I			
3. Supplemental support for experiential learning with extra curricular activities	August 2017- May2018	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	3500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				3000-3999: Employee Benefits	Title I	
4. 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. Anti Bullying assemblies	August 2017-May2018	Title 1 Academic Coach, Faculty,intervention teacher Sandy Spaulding, Curtis Wilson	Supplemental instructional field trips/activity fees	5700-5799: Transfers Of Direct Costs	Title I	1250
			Anti-Bullying Assemblies	5000-5999: Services And Other Operating Expenditures	Title I	3852.5
5. equipment to assist communication among staff costs already budgeted in this section.	August 2017-May2018	Sandy Spaulding	walkie talkie equipment	4000-4999: Books And Supplies	Title I	
6. Offer more intervention programs costs already budgeted in this section	August 2017-May2018	Sandy Spaulding	Provide additional programs and support to LTELS and high need students	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	13958
			Provide additional interventions and services during the school year as student academic needs are determined			
				3000-3999: Employee Benefits	LCFF - Supplemental	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 CA Common Core Standards. 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: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in the Science. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
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	
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/SEL

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 CA Common Core Standards. 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/SEL
LEA GOAL: District Entry
Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
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 2017-May 2018	Pip Staff, site staff, Title 1 Academic Coach, MFT, teacher, Sandy Spaulding	Special Friends behavior interventions Second Step Curriculum Anti-Bullying Assemblies and events positive messages incentives costs budgeted previously	5700-5799: Transfers Of Direct Costs 5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	Title I Title I Title I	3000

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 CA Common Core Standards. 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: District Entry			
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in Physical Education and Health. Students will develop healthy lifestyles through physical education and health education. Performance Goal 5: All students will graduate from high school.			
LCAP GOAL: District Entry			
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)			
SCHOOL GOAL: LCAP Aligned			
District Goal 1: Student Achievement and Success School Goal (s): All students will participate in pe opportunities led by classroom teacher and pe specialist.			
Data Used to Form this Goal:			
pe schedules			
Findings from the Analysis of this Data:			
students are being given the appropriate pe minutes weekly.			
How the School will Evaluate the Progress of this Goal:			
continue to monitor schedules			

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	36,713.00
LCFF - Supplemental	190,357	42,806.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	147,551.00
Title I	156,493.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	134,140.00
2000-2999: Classified Personnel Salaries	59,274.00
3000-3999: Employee Benefits	52,665.00
4000-4999: Books And Supplies	28,752.00
5000-5999: Services And Other Operating Expenditures	16,510.00
5700-5799: Transfers Of Direct Costs	12,703.00

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	54,083.00
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	78,924.00
2000-2999: Classified Personnel Salaries	Title I	5,191.00
3000-3999: Employee Benefits	Title I	19,216.00
4000-4999: Books And Supplies	Title I	28,752.00
5000-5999: Services And Other Operating	Title I	16,410.00
5700-5799: Transfers Of Direct Costs	Title I	8,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 – English Language Arts	38,679.50
Goal 2 – English Language Development	69,817.50
Goal 3 – Mathematics	55,089.50
Goal 4 – Disproportionality	137,457.50
Goal 5 – World Language	
Goal 6 – Science	
Goal 7 – History/Social Science	
Goal 8 – Counseling	3,000.00
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.
- Coffee with the Principal

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 2017 to June, 2018. 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 2017-2018

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 + up to 30 minutes of homework for grades 1-2
- 30 minutes of reading + up to 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	
				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
Tricia Jenkins			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)**:

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
	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 9/13/2017.

Attested:

Sandy Spaulding		
Typed Name of School Principal	Signature of School Principal	Date
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

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:

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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 R

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 9/13/2017.

Attested:

Sandy Spaulding

Typed Name of School Principal

[Signature]

Signature of School Principal

10/2/17

Date

~~_____
Typed Name of SSC Chairperson~~

MARIA CORONA

Signature of SSC Chairperson

10/2/17

Date

Gabriela Rodriguez

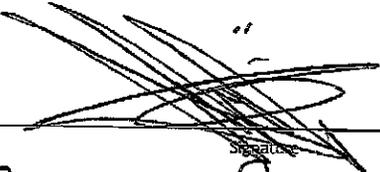
Annual Notice of Uniform Complaint Procedures & Non-Discrimination/Sexual Harassment Policies

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

English Learner Advisory Committee



Signature

Aurora Perez 12

Signature



White Rock Elementary School

10487 White Rock Road

Rancho Cordova, CA 95670

NOTICE OF SITE COUNCIL MEETING

Open to the Public

Date: September 13, 2017

Time: 2:45 p.m.

Place: White Rock Elementary School, Library

Published Agenda

- **Welcome and establish quorum**
- **Review of changes to SPSA, input from SSC/ELAC**
- **Review Compact**
- **Review and approve Safety Binder**
- **LCAP Goals**
- **SIG Grant update and essential standards R12 and R15**

SSC/ELAC Meeting-Sign In Sheet

September 13, 2017

1. Gabriela Rodriguez / Roblo
2. MARIA CORONA
3. Aurora Perez Ramirez
4. Sharon Griffin - Teacher
5. Pam Picciotto - teacher
6. Tricia Jenkins - teacher
7. Sharon Greene - teacher
8. Mike Phillips - MFT
9. _____
10. _____
11. _____
12. _____

Wednesday, September 13, 2017

Minutes: Site Council and ELAC meeting

1. Welcome and establish quorum.
2. Discuss Title 1 Parent Compact. Sharon Greene moves to approve the compact, Aurora seconds, unanimous approval.
3. Review Safety Binder. Sandy Spaulding explains the binder (Comprehensive School Safety Plan). Pam Pisciotto moves to approve, Sharon Griffin seconds, unanimous approval.
4. Review "Evaluation of Effectiveness Worksheet"
5. Review changes to site plan. Sharon Griffin moves to approve site plan amendments, Maria Corona seconds, unanimous approval.
6. Discuss LCAP goals.
7. Discuss SIG Grant and essential standards R12 and R15.
8. Adjourn.

Budget By Expenditures

White Rock Elementary School

Funding Source: LCFF - Supplemental

\$190,357.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional programs and support to LTELS and high need studentsProvide additional interventions and services during the school year as student academic needs are determined	1000-1999: Certificated Personnel Salaries	\$13,958.00		Offer more intervention programs
	3000-3999: Employee Benefits	\$2,952.00		Offer more intervention programs
	1000-1999: Certificated Personnel Salaries	\$4,536.00		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 instructionCCSS ELA RI2.1, RI5
	3000-3999: Employee Benefits	\$8,124.00		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 instructionCCSS ELA RI2.1, RI5
Parent Coordinator	2000-2999: Classified Personnel Salaries	\$1,297.00		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
	3000-3999: Employee Benefits	\$237.00		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
Provide additional programs and support to LTELS and high need studentsProvide additional interventions and services during the school year as student academic needs are determined	1000-1999: Certificated Personnel Salaries	\$13,958.00		Offer more intervention programs
	3000-3999: Employee Benefits	\$2,952.00		Offer more intervention programs
supplemental copier services	5000-5999: Services And Other Operating Expenditures	\$34.00		Offer more intervention programs

White Rock Elementary School

Program Monitoring and collaboration	1000-1999: Certificated Personnel Salaries	\$8,806.00	1. Use of teacher collaboration time, aides and equipment to help communicate with families about the importance of consistent attendance.
Bilingual Aide student support	2000-2999: Classified Personnel Salaries	\$48,492.00	1. Use of teacher collaboration time, aides and equipment to help communicate with families about the importance of consistent attendance.
	3000-3999: Employee Benefits	\$15,771.00	1. Use of teacher collaboration time, aides and equipment to help communicate with families about the importance of consistent attendance.
Supplemental copier Maintenance agreement	5000-5999: Services And Other Operating Expenditures	\$66.00	1. Use of teacher collaboration time, aides and equipment to help communicate with families about the importance of consistent attendance.
Student scholarships for extra instructional activities	5700-5799: Transfers Of Direct Costs	\$4,703.00	3. Supplemental support for experiential learning with extra curricular activities
Parent Coordinator	2000-2999: Classified Personnel Salaries	\$4,294.00	2. Parent Outreach and Academy on attendance, English classes, as well as school communication.
	3000-3999: Employee Benefits	\$461.00	2. Parent Outreach and Academy on attendance, English classes, as well as school communication.
Provide additional programs and support to LTELS and high need studentsProvide additional interventions and services during the school year as student academic needs are determined	1000-1999: Certificated Personnel Salaries	\$13,958.00	6. Offer more intervention programscosts already budgeted in this section
	3000-3999: Employee Benefits	\$2,952.00	6. Offer more intervention programscosts already budgeted in this section
LCFF - Supplemental Total Expenditures:		\$147,551.00	
LCFF - Supplemental Allocation Balance:		\$42,806.00	

Funding Source: Title I

\$193,206.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
stipend for parent outreach.	1000-1999: Certificated Personnel Salaries	\$1,250.00		2. Parent Outreach and Academy on attendance, English classes, as well as school communication.

White Rock Elementary School

collaboration and planning time for activities	1000-1999: Certificated Personnel Salaries	\$3,500.00	3. Supplemental support for experiential learning with extra curricular activities
Supplemental instructional field trips/activity fees	5700-5799: Transfers Of Direct Costs	\$1,250.00	4. 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. Anti Bullying assemblies
Anti-Bullying Assemblies	5000-5999: Services And Other Operating Expenditures	\$3,852.50	4. 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. Anti Bullying assemblies
Title 1 Academic Coach salary	1000-1999: Certificated Personnel Salaries	\$14,981.00	1. Use of teacher collaboration time, aides and equipment to help communicate with families about the importance of consistent attendance.
	3000-3999: Employee Benefits	\$4,804.00	1. Use of teacher collaboration time, aides and equipment to help communicate with families about the importance of consistent attendance.
supplemental books and supplies	4000-4999: Books And Supplies	\$7,188.00	2. Parent Outreach and Academy on attendance, English classes, as well as school communication.
translation support	2000-2999: Classified Personnel Salaries	\$1,129.00	1. Use of teacher collaboration time, aides and equipment to help communicate with families about the importance of consistent attendance.
Field trips	5700-5799: Transfers Of Direct Costs	\$1,250.00	Offer more intervention programs
Online instructional materials and mobile devices - including but not limited to license renewals.	5000-5999: Services And Other Operating Expenditures	\$3,852.50	Offer more intervention programs
Instructional aide supplemental hours	2000-2999: Classified Personnel Salaries	\$1,354.00	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
teachers	1000-1999: Certificated Personnel Salaries	\$0.00	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
	3000-3999: Employee Benefits	\$0.00	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

White Rock Elementary School

supplemental instructional supplies	4000-4999: Books And Supplies	\$7,188.00	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. CCSS ELA RI.2.1, RI5
conference admission	5000-5999: Services And Other Operating Expenditures	\$500.00	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. CCSS ELA RI.2.1, RI5
Program Monitoring & collaboration- Title 1 Academic Coach	1000-1999: Certificated Personnel Salaries	\$14,981.00	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.
	3000-3999: Employee Benefits	\$4,804.00	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.
collaboration meetings	1000-1999: Certificated Personnel Salaries	\$4,750.00	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.
License renewals and online programs.	5000-5999: Services And Other Operating Expenditures	\$3,852.50	Students will use IReady math for a minimum of 45 minutes per week.
Special Friends behavior interventions	5700-5799: Transfers Of Direct Costs	\$3,000.00	1. Staff will utilize anti-bullying strategies and early mental health/PIP
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, Online instructional materials and mobile devices - including but not limited to license renewals.	4000-4999: Books And Supplies	\$7,188.00	1. 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. CCSS ELA RI.2.1, RI5
	5000-5999: Services And Other Operating Expenditures	\$3,852.50	2. 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. cost already recorded above.
Field Trips	5700-5799: Transfers Of Direct Costs	\$1,250.00	2. 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. cost already recorded above.

White Rock Elementary School

Title 1 Resource Teachers	1000-1999: Certificated Personnel Salaries	\$14,981.00	Title 1 Academic Coach and Intervention Teachers will provide push in model support as well as teacher assistance
	3000-3999: Employee Benefits	\$4,804.00	Title 1 Academic Coach and Intervention Teachers will provide push in model support as well as teacher assistance
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	\$3,500.00	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.cost recorded aboveCCSS ELA RI2.1, RI5
Instructional aide supplemental hours	2000-2999: Classified Personnel Salaries	\$1,354.00	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.cost recorded aboveCCSS ELA RI2.1, RI5
subs for pd days for long term substitutes	1000-1999: Certificated Personnel Salaries	\$1,250.00	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.cost recorded aboveCCSS ELA RI2.1, RI5
Conferences/Other/Online services- sara conference, for example	5000-5999: Services And Other Operating Expenditures	\$500.00	Focus on best instructional practices and participate inFCUSD/SCOE/CORWIN professional development opportunities.
.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	\$7,188.00	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.
Supplemental instructional field trips/activity fees- (samples listed in ELA)	5700-5799: Transfers Of Direct Costs	\$1,250.00	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.
Teacher Subs/Temp/Hourly	1000-1999: Certificated Personnel Salaries	\$4,750.00	Staff members will be involved in PD opportunities as they arise, and will report out to staff their findings.
Title 1 Academic Coach	1000-1999: Certificated Personnel Salaries	\$14,981.00	Title 1 Academic Coach, Intervention teacher will work with staff to analyze data, evaluate and organize interventions, to support BIAs and assist in best first instruction.

White Rock Elementary School

	3000-3999: Employee Benefits	\$4,804.00	Title 1 Academic Coach, Intervention teacher will work with staff to analyze data, evaluate and organize interventions, to support BIAs and assist in best first instruction.
translation for parents/students	2000-2999: Classified Personnel Salaries	\$1,354.00	Extended day interventions
<hr/>			
	Title I Total Expenditures:	\$156,493.00	
	Title I Allocation Balance:	\$36,713.00	
	White Rock Elementary School Total Expenditures:	\$304,044.00	