

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	White Rock Elementary School
Address	10487 White Rock Road Rancho Cordova, CA 95670
County-District-School (CDS) Code	34673306033278
Principal	Canen Peterson
District Name	Folsom Cordova Unified School District
SPSA Revision Date	September 14, 2018
Schoolsite Council (SSC) Approval Date	September 21, 2018
Local Board Approval Date	November 1, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
School Vision and Mission	3
School & Community Profile	3
Stakeholder Engagement	3
School and Student Performance Data	5
Student Enrollment.....	5
CAASPP Results.....	8
CELDT Results	12
Equity Report	15
Detailed Report	22
Student Group Report	24
Goals, Strategies, & Proposed Expenditures.....	26
Goal 1.....	26
Goal 2.....	30
Goal 3.....	34
Goal 4.....	38
Annual Review and Update	42
Goal 1.....	42
Goal 2.....	46
Goal 3.....	49
Goal 4.....	52
Budget Summary and Consolidation	55
Budget Summary	55
Allocations by Funding Source.....	55
Expenditures by Funding Source	56
Expenditures by Budget Reference	57
Expenditures by Budget Reference and Funding Source	58
Expenditures by Goal.....	59
School Site Council Membership	60
English Learner Advisory Committee (ELAC).....	61
Recommendations and Assurances	62

School Vision and Mission

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 & 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 450 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. For the next year, White Rock is a Community Eligibility Provision site, which means that all students will receive free breakfast and lunch.

White Rock operates on a traditional schedule. During the first month of the 2018-19 school year, 499 students were enrolled in grades Preschool through six. 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) brings to our site an Assistant Principal, Marriage Family Therapist, Intervention Teacher and a site based substitute. Community members (like the Rotary, Metro Fire Station 61, Intel, Soil Born Farms, Kaiser) 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 with parents as well as insight we receive through Site Council.

Stakeholder Engagement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

At White Rock staff, parents, classified, parents, ELAC, back to School night, morning coffee. The following is a list of meeting dates and events and Title 1 meeting.

The district utilized a variety of outreach efforts for input and feedback on the development of the LCAP

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.9%	%	%	4		
African American	13.8%	%	%	65		
Asian	5.7%	%	%	27		
Filipino	1.3%	%	%	6		
Hispanic/Latino	40.4%	%	%	190		
Pacific Islander	2.3%	%	%	11		
White	28.1%	%	%	132		
Multiple/No Response	6.6%	%	%	31		
Total Enrollment				470		

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	72		
Grade 1	92		
Grade 2	69		
Grade3	65		
Grade 4	69		
Grade 5	70		
Grade 6	33		
Grade 7	0		
Grade 8	0		
Grade 9	0		
Grade 10	0		
Grade 11	0		
Grade 12	0		
Total Enrollment	470		

Conclusions based on this data:

1. Over the last couple years White Rock Elementary has stayed about the same as far as student enrollment.

2. Currently there is a 4th grade "bubble" of students. This reflects in our three 4th grade classes.
3. We are seeing more students who speak Farsi within White Rock Elementary. Our Hispanic percentage has grown to 43%.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners				47.4%		
Fluent English Proficient	28			6.0%		
Reclassified Fluent English Proficient	16			6.8%		

Conclusions based on this data:

1. This year the White Rock team has made a very concise effort to make sure that our students are being reclassified. There has been discussion about instructional practices with our EL students.
2. White Rock Elementary School has created an MTSS schedule where our EL students are receiving systematic instruction five days a week.
3. This year we are making sure that there is integrated ELD within the classroom each day.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	72	80	92	72	77	87	72	77	87	100	96.3	94.6
Grade 4	69	66	68	68	64	67	68	64	67	98.6	97	98.5
Grade 5	71	67	59	70	65	55	69	65	55	98.6	97	93.2
Grade 6	34	34	33	34	34	33	34	34	33	100	100	100
All Grades	246	247	252	244	240	242	243	240	242	99.2	97.2	96

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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
Grade 3	2358.	2360.	2369.	0	1.30	8.05	17	15.58	14.94	25	33.77	31.03	58	49.35	45.98
Grade 4	2422.	2427.	2449.	10	12.50	17.91	18	26.56	23.88	19	12.50	25.37	53	48.44	32.84
Grade 5	2431.	2420.	2459.	1	3.08	10.91	10	16.92	30.91	36	12.31	14.55	52	67.69	43.64
Grade 6	2524.	2496.	2478.	9	5.88	6.06	41	26.47	24.24	35	41.18	33.33	15	26.47	36.36
All Grades	N/A	N/A	N/A		5.42	11.16		20.42	22.31		23.33	26.03	49	50.83	40.50

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	6	1.30	9.20	36	42.86	47.13	58	55.84	43.68	
Grade 4	4	18.75	22.39	46	42.19	49.25	50	39.06	28.36	
Grade 5	4	4.62	10.91	36	41.54	49.09	59	53.85	40.00	
Grade 6	18	5.88	6.06	47	55.88	45.45	35	38.24	48.48	
All Grades	7	7.50	12.81	40	44.17	47.93	53	48.33	39.26	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1	3.90	8.05	43	45.45	35.63	56	50.65	56.32
Grade 4	7	9.38	17.91	51	48.44	46.27	41	42.19	35.82
Grade 5	3	3.08	21.82	45	40.00	34.55	52	56.92	43.64
Grade 6	18	2.94	12.12	56	55.88	45.45	26	41.18	42.42
All Grades	6	5.00	14.46	48	46.25	39.67	47	48.75	45.87

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	6.49	11.49	63	62.34	56.32	31	31.17	32.18
Grade 4	9	10.94	20.90	69	50.00	68.66	22	39.06	10.45
Grade 5	4	10.77	9.09	55	46.15	58.18	41	43.08	32.73
Grade 6	18	8.82	12.12	79	76.47	66.67	3	14.71	21.21
All Grades	8	9.17	13.64	65	56.67	61.57	27	34.17	24.79

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1	5.19	12.64	51	45.45	41.38	47	49.35	45.98
Grade 4	15	14.06	17.91	47	43.75	53.73	38	42.19	28.36
Grade 5	3	9.23	20.00	70	30.77	40.00	28	60.00	40.00
Grade 6	24	23.53	12.12	62	58.82	51.52	15	17.65	36.36
All Grades	9	11.25	15.70	57	42.92	45.87	35	45.83	38.43

Conclusions based on this data:

1. Overall our students increased in their reading scores in 2017-18.
2. Writing still needs to be a focus standard, and this year we are making it our focus standard for our Impact Teams.
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 Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	73	80	92	73	78	92	71	78	92	100	97.5	100
Grade 4	69	66	68	68	65	67	68	65	67	98.6	98.5	98.5
Grade 5	71	67	59	69	66	58	69	66	58	97.2	98.5	98.3
Grade 6	34	34	33	34	34	33	34	34	33	100	100	100
All Grades	247	247	252	244	243	250	242	243	250	98.8	98.4	99.2

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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
Grade 3	2375.	2393.	2375.	0	5.13	3.26	21	25.64	21.74	28	25.64	20.65	51	43.59	54.35
Grade 4	2454.	2447.	2456.	10	6.15	10.45	21	29.23	22.39	43	36.92	49.25	26	27.69	17.91
Grade 5	2423.	2449.	2450.	0	4.55	8.62	3	6.06	5.17	30	33.33	34.48	67	56.06	51.72
Grade 6	2503.	2472.	2500.	3	5.88	3.03	18	8.82	30.30	53	35.29	30.30	26	50.00	36.36
All Grades	N/A	N/A	N/A	3	5.35	6.40	15	18.93	19.20	36	32.10	32.80	45	43.62	41.60

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	7	19.23	13.04	39	26.92	35.87	54	53.85	51.09	
Grade 4	16	18.46	23.88	38	35.38	29.85	46	46.15	46.27	
Grade 5	1	7.58	8.62	22	21.21	24.14	77	71.21	67.24	
Grade 6	3	8.82	9.09	53	23.53	30.30	44	67.65	60.61	
All Grades	7	14.40	14.40	36	27.16	30.80	57	58.44	54.80	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1	7.69	10.87	39	51.28	31.52	59	41.03	57.61
Grade 4	12	10.77	8.96	49	49.23	55.22	40	40.00	35.82
Grade 5	0	4.55	5.17	25	34.85	37.93	75	60.61	56.90
Grade 6	6	5.88	6.06	50	41.18	63.64	44	52.94	30.30
All Grades	5	7.41	8.40	39	44.86	43.60	56	47.74	48.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	8.97	4.35	63	57.69	41.30	32	33.33	54.35
Grade 4	15	10.77	14.93	49	49.23	52.24	37	40.00	32.84
Grade 5	4	1.52	6.90	26	36.36	48.28	70	62.12	44.83
Grade 6	12	11.76	9.09	68	47.06	51.52	21	41.18	39.39
All Grades	8	7.82	8.40	49	48.15	47.20	43	44.03	44.40

Conclusions based on this data:

1. This year our students only went up only 1%.
2. Mathematical reasoning is going to be a focus for our entire school. We are working with our intervention teachers to provide professional development in this area.
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 Results Initial Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Initial Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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

Conclusions based on this data:

1. The under of initial CDELT scores show that there is a need for support for new comer curriculum.
2. Many of of our students who are taking the initial test are scoring in the beginning level.

School and Student Performance Data

CELDT Results Annual Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
K					14		***	14			29		***	43	
1	4	4		22	21		24	39		33	21		17	14	
2		9		18	20		41	30		24	33		18	9	
3	6	3		18	30		47	40		24	17		6	10	
4	6	16		22	28		50	34		17	9		6	13	
5	3	5		47	54		41	32		6	3		3	5	
6		6		20	44		70	38		10	13				
Total	4	7		24	31		42	34		21	17		10	10	

Conclusions based on this data:

- 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.
- 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 CDELT and iready scores.

School and Student Performance Data

CELDT Results All Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
K					2		18	19		30	21		52	57	
1	4	3		21	21		23	38		31	21		21	17	
2		9		17	19		40	30		23	32		20	11	
3	5	3		16	28		42	41		24	16		13	13	
4	6	15		22	27		50	33		17	9		6	15	
5	3	5		47	54		41	31		6	3		3	8	
6		6		20	44		70	38		10	13				
Total	3	6		20	26		37	32		22	17		18	19	

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

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		8	3
English Learner Progress (1-12)		1	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		5	4
Mathematics (3-8)		5	2

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. White Rock Elementary is looking very closely at our suspension rate. We are going to be giving training all of our staff to receive professional development in restorative practices. We are using our MFT to support our students who need Tier 2 and Tier 3 support.
2. Our EL student progress increased significantly this year. White Rock grew by 10% and with the work with the Core Collaborative we will be on a upward trajectory.
3. Math needs to be a focus as well at White Rock. We only grew 1% at White Rock. We are providing professional development in Number Talks to support this focus.

School and Student Performance Data

Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate				

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. We need to provide further training for all staff for restorative practices in each and every classroom so that we are keeping our students in the school and giving them the adequate training.
2. We are utilizing our MFT to support the students that are needing support not just within the classrooms but out on the playground. We are setting up a fluid process for our MFT to see Tier 2 and Tier 3 students and he will be supporting me when we do home visits.
3. WRE suspended 74 students last year. We are making it a goal to cut this number in half. This will happen by incorporating the above strategies as well as concentrating giving students the necessary support to handle their emotions

School and Student Performance Data

Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Learner

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A		N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. This year we saw a jump in our EL progress (10.2% jump).
2. Integrated ELD instruction in the class every day. We are giving professional development around this area to support the teachers providing this within the classroom. We are providing instructions for all of our new-comers as well as providing the ELD within the classroom.
3. All of our teachers are teaching with GLAD strategies. This is very evident when you walk in to our classrooms.

School and Student Performance Data

Status and Change Report English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Language Arts (3-8)

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

English Language Arts (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. This year White Rock Elementary increase significantly in Language on the state assessments.
2. Even though we made progress with our EL students our intervention teachers are going to be working closely making sure that our EL students are making progress and being reclassified.

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3. We will still have a 2 focus goals for Language Arts for our Impact Teams through The Core Collaborative (RL1,RL3). This year we are also incorporating writing as well (W1) for all of the grade levels.

School and Student Performance Data

Status and Change Report Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

Mathematics (3-8)

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

Mathematics (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. We only made a small jump on our state assessments. 1% for total growth for mathamatics.
2. This year we are providing professional development for Number Talks as well as Numbers Base 10

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3. We are going to provide after-school intervention for math this year for those students who are not meeting the standards.

School and Student Performance Data

Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts

Mathematics

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. White Rock continues to make strong academic progress in Language Arts. Some of our subgroups are not growing at the same rate as others.
2. Writing is a weakness for the entire school. This year it is our focus for our impact teams.
3. Academic performance in Math is not making adequate progress in the area of math. This year we only made 1% of growth. We are adding Numbers Base 10 as an area of focus to all grade levels as well as offering math talks as professional development for all grade levels.

School and Student Performance Data

Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	()	()

Conclusions based on this data:

1. White Rock has an amazing PBIS team where we celebrate the successes of our students while creating a positive atmosphere and a positive learning environment. We meet once a month to put in place activities, incentives, assemblies to create this environment.
2. White Rock is a very clean school. We take pride in this cleanliness and if something is broke it is fixed immediately. Our custodial staff meets with the administration weekly and works closely together with our PBIS team so that we are not working in silos.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. White Rock is making strong growth in Language Arts our subgroups are trailing behind the White students.
2. Our EI students have grown by 10%. We are concentrating on our RFEP students making sure that they are progressing.

3. Our suspension rate is very high and this is a focus for all of the staff. We are providing professional development from our MFT and from outside agencies to support the staff.

Goals, Strategies, & Proposed Expenditures

Goal 1

Statement

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

Goal Description

Focus on high quality instruction

LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)

1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

1.2 Maintain schools in good repair.

1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

Basis for this Goal

Fully-credentialed teachers, access to materials and good learning environment are key to student success

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Credential audit	100%	maintain 100%
Williams Act facilities audit	100%	maintain 100%
Williams Act instructional materials audit	100%	maintain 100%

Planned Strategies/Activities

Strategy/Activity 1

Maintain an Academic coach and intervention staff including clerical as well as qualified substitutes and temporary subs to help close the achievement gap

Students to be Served by this Strategy/Activity

All

Timeline

2018-19

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	22772.
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Academic coach as well as portion of the intervention teacher from SIG grant as well as teacher subs and support to help close the achievement gap.
Amount	1425.
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	clerical office and IA support to help with supporting students and parents at White Rock
Amount	6462
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Employee benefits

Strategy/Activity 2

Funding for supplies and material, including equipment/technology to support the closing of the achievement gap.

Students to be Served by this Strategy/Activity

All

Timeline

2018-19

Person(s) Responsible

principal, teachers, academic coach, intervention teachers

Proposed Expenditures for this Strategy/Activity

Amount	11314
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to support student and staff to help support the closing of the achievement gap.

Strategy/Activity 3

Conferences for staff to increase their capacity to help close the achievement gap for all of our students.

Students to be Served by this Strategy/Activity

All

Timeline

2018-19

Person(s) Responsible

principal

Proposed Expenditures for this Strategy/Activity

Amount	1775
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences to support the academic achievement of our students.

Strategy/Activity 4

Interventions and online services to support the students and parents at White Rock Elementary

Students to be Served by this Strategy/Activity

All

Timeline

2018-19

Person(s) Responsible

principal, office staff, Special Friends

Proposed Expenditures for this Strategy/Activity

Amount	3800.0
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Interventions and software agreements to support in class learning as well as connecting the parents to the learning at White Rock.
Amount	6500
Source	Title I
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	field trips and interventions and Special Friends
Amount	500

Source	Title I
Budget Reference	5900: Communications
Description	postage

Strategy/Activity 5

SIG Grant/ School improvement

Students to be Served by this Strategy/Activity

ALL

Timeline

2018-19

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	62923
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Source	Other
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Budget Reference	1000-1999: Certificated Personnel Salaries
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Description	SIG Grant ; Assistant principal, intervention teacher,
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Amount	9429.00
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Source	Other
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Budget Reference	2000-2999: Classified Personnel Salaries
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Description	SIG Grant ; MFT salaries
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Amount	22047.
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Source	Other
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Budget Reference	3000-3999: Employee Benefits
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Description	SIG Grant: Benefits
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Goals, Strategies, & Proposed Expenditures

Goal 2

Statement

LCAP Goal 2 - Family & Student Engagement

Goal Description

At White Rock Elementary, we will continue to increase parent and student engagement and provide a safe, healthy, and positive learning environment.

LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

2.1 Increase student attendance rates and reduce chronic absences.

2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.

2.3 Decrease 8th grade dropout rates.

2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.

2.5 Increase family engagement and parent input and the utilization of volunteers.

2.6 Increase community partnerships that support student learning.

2.7 Increase the efficiency, timeliness and accessibility of district communications.

Basis for this Goal

attendance rates, suspension rates, parent surveys

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rates	94.6%	96%
Suspension rate	74 students suspended	30 students suspended
parent surveys	0	2 parent surveys

Planned Strategies/Activities

Strategy/Activity 1

Maintain an Academic coach and intervention staff including clerical as well as qualified substitutes and temporary subs to help support PBIS, family community engagement, and interventions

Students to be Served by this Strategy/Activity

All

Timeline

2018-19

Person(s) Responsible

principal, teachers

Proposed Expenditures for this Strategy/Activity

Amount	22771.
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Academic coach as well as portion of the intervention teacher from SIG grant as well as teacher subs and support PBIS, family community engagement, and interventions
Amount	1425.
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	clerical office and IA support to help with supporting students and parents at White Rock
Amount	6461
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Benefits

Strategy/Activity 2

Funding for needed supplies and material, including equipment to support the PBIS, family community engagement, and interventions

Students to be Served by this Strategy/Activity

All

Timeline

2018-19

Person(s) Responsible

principal, PBIS team, teachers, intervention, MFT

Proposed Expenditures for this Strategy/Activity

Amount	13897
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to support student and staff to help support the PBIS, family community engagement, and interventions

Strategy/Activity 3

Conferences for staff to increase their capacity to help close the achievement gap for all of our students.

Students to be Served by this Strategy/Activity

All

Timeline

2018-19

Person(s) Responsible

principal, PBIS Team, teachers, staff, MFT

Proposed Expenditures for this Strategy/Activity

Amount	1775.
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences to support the academic achievement as well as creating a positive learning environment at White Rock Elementary

Strategy/Activity 4

Interventions and online services to support the students and parents at White Rock Elementary

Students to be Served by this Strategy/Activity

ALL

Timeline

2018-19

Person(s) Responsible

principal and White Rock staff

Proposed Expenditures for this Strategy/Activity

Amount	3799.
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Interventions and software agreements to support in class and out of class learning as well as connecting the parents and students to the learning at White Rock.
Amount	1500.
Source	Title I
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Special Friends

Strategy/Activity 5

SIG grant/ School Improvement Grant

Students to be Served by this Strategy/Activity

ALL

Timeline

2018-19

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	62922.
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	SIG Grant: Assistant principal and intervention teacher
Amount	9429.
Source	Other
Budget Reference	2000-2999: Classified Personnel Salaries
Description	SIG Grant: MFT salary
Amount	22046.
Source	Other
Budget Reference	3000-3999: Employee Benefits
Description	SIG Grant: benefits

Goals, Strategies, & Proposed Expenditures

Goal 3

Statement

LCAP Goal 3: Professional Learning to Support High Quality Instruction

Goal Description

White Rock provides staff with opportunities for professional learning to optimize classroom instruction and practices.

LCAP Goal

Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)
3.1 Provide professional development in new adoptions and local curriculum.
3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
3.3 Provide access to A-G, CTE, IB, AP and STEM courses.

Basis for this Goal

Provide students with high quality classroom instruction and access to a broad course of study

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Professional Development	All staff is offered PD through the Core Collaborative as well as district provided professional development in reading support as well as new curriculum adoption as well as follow up support within the curriculum.	Maintain the the current professional development baseline.
EL instructional strategies	Currently all WRE teachers are GLAD trained.	Maintain the the current professional EL instructional
Access to STEM	Currently there is no STEM access at White Rock Elementary	All students will receive special training STEM provided curriculum.

Planned Strategies/Activities

Strategy/Activity 1

Maintain an Academic coach and intervention staff including clerical a well as qualified substitutes and temporary subs to help close the achievement gap in the area of EL, STEM and professional development.

Students to be Served by this Strategy/Activity

ALL

Timeline

2018-19

Person(s) Responsible

principal

Proposed Expenditures for this Strategy/Activity

Amount	22771.
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Maintain a Academic coach and intervention staff including clerical as well as qualified substitutes and temporary subs to help close the achievement gap in the area of EL, STEM and professional development.
Amount	1425.
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	clerical office and IA support to help with supporting students and parents at White Rock
Amount	6461
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Employee benefits

Strategy/Activity 2

Funding for needed supplies and material, including equipment to support the closing of the achievement gap in the area of EL, STEM and professional development.

Students to be Served by this Strategy/Activity

All

Timeline

2018-19

Person(s) Responsible

principal

Proposed Expenditures for this Strategy/Activity

Amount	11313
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to support student and staff to help support the closing of the achievement gap in the area of EL, STEM and professional development.

Strategy/Activity 3

Conferences for staff to increase their capacity to help close the achievement gap for all of our students in the area of EL, STEM and professional development.

Students to be Served by this Strategy/Activity

All

Timeline

2018-19

Person(s) Responsible

principal, staff

Proposed Expenditures for this Strategy/Activity

Amount	3550
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences to support the academic achievement of our students in the area of EL, STEM and professional development.

Strategy/Activity 4

Interventions and online services to support our students in the area of EL, STEM and professional development.

Students to be Served by this Strategy/Activity

All

Timeline

2018-19

Person(s) Responsible

principal, staff

Proposed Expenditures for this Strategy/Activity

Amount	3799.
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Interventions and software agreements to support in class learning in the area of EL, STEM and professional development
Amount	1500.
Source	Title I
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Special Friends

Strategy/Activity 5

SIG grant/ State improvement grant

Students to be Served by this Strategy/Activity

all

Timeline

2018-19

Person(s) Responsible

ALL

Proposed Expenditures for this Strategy/Activity

Amount	62922.
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	SIG Grant: Assistant principal, intervention salaries
Amount	9429.
Source	Other
Budget Reference	2000-2999: Classified Personnel Salaries
Description	SIG Grant: MFT salary
Amount	22046.
Source	Other
Budget Reference	3000-3999: Employee Benefits
Description	SIG Grant: benefits

Goals, Strategies, & Proposed Expenditures

Goal 4

Statement

At White Rock we will monitor and guide student progress and educational outcomes will be monitored for success using assessment results.

Goal Description

EL, ELA and math outcomes at White Rock Elementary Schools.

LCAP Goal

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)

4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).

4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).

4.3 Ensure English Learners make yearly progress.

4.4 Ensure Special Education students make yearly progress.

4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.

4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

Basis for this Goal

Ensure students are reading at grade level, Ensure students are meeting grade level standards in math, Ensure English Learners make yearly progress, Ensure Special Education students make yearly progress, Improve kindergarten readiness as measured by curriculum embedded assessment.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP,	Spring 2018 CAASSP	All students will progress from their 2018 scores and our at or above grade level will increase from the 2018 scores.
i-Ready	Diag. 1 Fall 2018	All students will increase I-ready by at least one grade level in ELA and Math by the end of the school year.
ELPAC	Spring and Fall ELPAC scores	All EL students will increase their English proficiency and/or be reclassified.
ORP	Fall 2018 ORP scores	Our students will increase their ORP scores by the end of the year set by district and grade level.
SIPPS	Fall 2018 SIPPS assessment scores	Students in SIPPS groups by the end of the year will test out of their placed SIPPS groups.
Envision adopted curriculum assessments	Beginning Theme/ Topic Tests	Students will reach mastery in envision Math and Benchmark assessments.

Planned Strategies/Activities

Strategy/Activity 1

Title 1 and intervention for SIG grant Resource Teacher/ Academic coaches(LCAP1.1,1.3,2.1,3.2,4.1,4.2,4.3), classified and certificated

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018-May2019

Person(s) Responsible

Principal, Title 1 Academic Coach, intervention teacher, staff

Proposed Expenditures for this Strategy/Activity

Amount	22770.
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Title 1 specialist and academic coach to help close the achievement gap, teacher subs and teacher temp hourly
Amount	1425
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	IA temp salaries and subs with benefits
Amount	6461
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Employee benefits

Strategy/Activity 2

Funding to support the closing achievement gap in ELA, Math and EL

Students to be Served by this Strategy/Activity

All

Timeline

2018-19

Person(s) Responsible

principal, teachers

Proposed Expenditures for this Strategy/Activity

Amount	11313
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplies and materials to help close the achievement gap for our students.

Strategy/Activity 3

Outside of the school day support and activities

Students to be Served by this Strategy/Activity

All students

Timeline

2018-19

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Other services and operating expenses

Amount	1500.
Source	Title I
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Special Friends

Strategy/Activity 4

SIG/ State improvement grant

Students to be Served by this Strategy/Activity

ALL

Timeline

2018-19

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	62922.
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	SIG Grant: principal, intervention salaries
Amount	9428.
Source	Other
Budget Reference	2000-2999: Classified Personnel Salaries
Description	SIG Grant: MFT salaries
Amount	22046.
Source	Other
Budget Reference	3000-3999: Employee Benefits
Description	SIG Grant: Benefits

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>All teachers are using SIPPS for our phonics program. We are still working on using the adopted writing curriculum. We are currently using academic vocabulary in all of our classrooms.</p>	<p>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</p>	
<p>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.</p>	<p>Utilizing the staff at WRE we are offering daily intervention with approved intervention programs. Currently we offer three after school and before school programs.</p>	<p>Online instructional materials and mobile devices - including but not limited to license renewals. 5000-5999: Services And Other Operating Expenditures Title I 3852.50</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
cost already recorded above.		Field Trips 5700-5799: Transfers Of Direct Costs Title I 1250	
3. Title 1 Academic Coach and Intervention Teachers will provide push in model support as well as teacher assistance	WRE is providing push in support for all of our students in al classrooms.	Title 1 Resource Teachers 1000-1999: Certificated Personnel Salaries Title I 14981	
		3000-3999: Employee Benefits Title I 4804	
4. 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 RI2.1, RI5	We are currently collaborating 4 days per month that is directly focuses on student performance and success. We are currently providing training through The Core Collaborative.	Teacher sub days for collaboration/ESL stipend, including but not limited to adult esl class, plc and writing collaboration days, GLAD training. 1000-1999: Certificated Personnel Salaries Title I 3500	
		Instructional aide supplemental hours 2000-2999: Classified Personnel Salaries Title I 1354	
		subs for pd days for long term substitutes 1000-1999: Certificated Personnel Salaries Title I 1250	
		see above 3000-3999: Employee Benefits Title I	
Focus on best instructional practices and participate in FCUSD/SCOE/CORWIN professional development opportunities.	We are currently providing monthly support through the Core Collaborative.	Conferences/Other/Online services- sara conference, for example 5000-5999: Services And Other Operating Expenditures Title I 1250	
Participate in Federal Program Monitoring Collaboration.	Monthly meeting in Federal Program monitoring with Academic coach.		
Staff will use the currently SBE-adopted materials in SIPPS, Benchmark, McGraw-Hill, Academic Vocabulary Toolkit, ,	All staff are using the SBE-adopted curriculum to support the learning of all of our students.	5000-5999: Services And Other Operating Expenditures Title I	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Lexia and Writer's Workshop, Renaissance Place, IReady			
Staff will utilize Bilingual Instructional Aides to assist in parent engagement. cost is recorded already in this goal section.	not there yet. We were using them only for parent conferences	Supplemental Instructional aides for direct student/parental support 2000-2999: Classified Personnel Salaries	
		3000-3999: Employee Benefits	
Extended day interventions	We offered reading interventions after school	Summer School None Specified LCFF - Supplemental	
		Translation/Testing/Lead Teachers None Specified LCFF - Supplemental	
Offer more intervention programs	did not happen	Provide additional programs and support to LTELS and high need students Provide additional interventions and services during the school year as student academic needs are determined 1000-1999: Certificated Personnel Salaries LCFF - Supplemental	
		3000-3999: Employee Benefits LCFF - Supplemental	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall WRE implemented a strong academic classroom with after school interventions. We did however I feel that we need to be using our BIA's more to support the connection with school to home.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall WRE is on an upward swing as depicted in our CAASSP scores in Language Arts

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

There needs to be a shift how we utilize our BIA's to support the home to school connection.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>All completed except for offering conferences in ELD support and instruction.</p>	<p>Supplemental Instructional aides for direct student/parent support 2000-2999: Classified Personnel Salaries LCFF - Supplemental</p>	
		<p>1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4536</p>	
		<p>3000-3999: Employee Benefits LCFF - Supplemental 8124</p>	
		<p>supplemental instructional supplies 4000-4999: Books And Supplies Title I 7188</p>	
		<p>conference admission 5000-5999: Services And Other Operating Expenditures Title I 500</p>	
		<p>ongoing collaboration among staff to evaluate current levels and instructional needs.</p>	<p>completed.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Use of Title 1 Academic Coaches for data analysis, instruction and teacher/student support.		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	Little support in this area. Bi-Weekly letters went home but there is lacking of parent participation at WRE.	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 teachers 1000-1999: Certificated Personnel Salaries Title I 0 3000-3999: Employee Benefits Title I 0	
Extended day interventions	There were extended day interventions at WRE	Summer School None Specified LCFF - Supplemental Translation/Testing/Lead Teachers None Specified LCFF - Supplemental	
Offer more intervention programs	none	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	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF - Supplemental 13958	
		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	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall there is string academic support in the area of ELD. WRE offers before and after school interventions that support this area. Even though WRE is having a big disconnect with with the parents at our school.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall there has been an increase of our students and their increase in the ELPAC scores. Also as a subgroup we saw an increase in our CAASSP scores.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

I think that supporting the parents better can support our laser focused intent on supporting all of our EL students and families.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

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.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>working toward goals. ELA is completed but not math.</p>	<p>.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</p>	
<p>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.</p>	<p>staff collaborated but not very strong in the area of mathematics.</p>	<p>Supplemental instructional field trips/activity fees- (samples listed in ELA) 5700-5799: Transfers Of Direct Costs Title I 1250</p> <p>Supplemental books/supplies /equipment/technology- to include and not limited to chromebooks and mobile devices, technology to support the curriculum, 4000-4999: Books And Supplies Title I</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Staff members will be involved in PD opportunities as they arise, and will report out to staff their findings.	Staff was not involved in the PD offering they received.	Teacher Subs/Temp/Hourly 1000-1999: Certificated Personnel Salaries 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.	met weekly with staff to break apart scores and data for Language arts not math. BIA's supported the first instruction on a daily basis.	subs for professional development for long term subs. 1000-1999: Certificated Personnel Salaries Title I	
Extended day interventions	Language and reading offer.	3000-3999: Employee Benefits Title I	
Offer more intervention programs		Title 1 Academic Coach 1000-1999: Certificated Personnel Salaries Title I 14981	
		3000-3999: Employee Benefits Title I 4804	
		Summer School None Specified LCFF - Supplemental	
		Translation/Testing/Lead Teachers None Specified LCFF - Supplemental	
		translation for parents/students 2000- 2999: Classified Personnel Salaries Title I 1354	
		3000-3999: Employee Benefits Title I	
		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	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF - Supplemental 13958	
Students will use IReady math for a minimum of 45 minutes per week.	completed via	3000-3999: Employee Benefits LCFF - Supplemental 2952	
incentives for student academic growth	not completed. I think that they were offered but very sporadic.	License renewals and online programs. 5000-5999: Services And Other Operating Expenditures Title I 3852.5	
		incentive and reward programs cost calculated above 5000-5999: Services And Other Operating Expenditures Title I	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

It was fully implemented last year. I felt that the focus was on Language arts as this was the focus of the Core Collaborative and the impact teams.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We saw only a minimal growth in our CAASSP goals this year. We only saw a 1% growth. The iReady growth was larger but the state assessments did not show this.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

We are going to be offering more interventions around math as well as a focus with our grade level meetings. The first instruction was good but our teachers need to be on a stronger focus not just on math but the academic language that follows with math. Our students are struggling on the language and this year we are offering math talks in all of our classrooms.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

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%.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Use of teacher collaboration time, aides and equipment to help communicate with families about the importance of consistent attendance.</p>	<p>Teachers had biweekly collaboration time. The aides though were not used that much to do proactive work with families around the topic of attendance.</p>	<p>Program Monitoring and collaboration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 8806</p>	
		<p>Bilingual Aide student support 2000-2999: Classified Personnel Salaries LCFF - Supplemental 48492</p>	
		<p>3000-3999: Employee Benefits LCFF - Supplemental 15771</p>	
		<p>translation support 2000-2999: Classified Personnel Salaries Title I 1129</p>	
		<p>Supplemental copier Maintenance agreement 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 66</p>	
		<p>Title 1 Academic Coach salary 1000-1999: Certificated Personnel Salaries Title I 14981</p>	
		<p>3000-3999: Employee Benefits Title I 4804</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2. Parent Outreach and Academy on attendance, English classes, as well as school communication.	There was a bi-weekly letter that went home to all parents. This was created by the parent coordinator and the principal. There were no classes offered for English classes and there were no classes or parent outreach around attendance.	<p>supplemental books and supplies</p> <p>4000-4999: Books And Supplies Title I 7188</p> <p>Parent Coordinator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 4294</p> <p>3000-3999: Employee Benefits LCFF - Supplemental 461</p> <p>stipend for parent outreach. 1000-1999: Certificated Personnel Salaries Title I 1250</p> <p>3000-3999: Employee Benefits Title I</p>	
3. Supplemental support for experiential learning with extra curricular activities	There were no extra curricular support of after school offerings.	<p>Student scholarships for extra instructional activities 5700-5799: Transfers Of Direct Costs LCFF - Supplemental 4703</p> <p>collaboration and planning time for activities 1000-1999: Certificated Personnel Salaries Title I 3500</p> <p>3000-3999: Employee Benefits Title I</p>	
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	Last year we offered Anti-Bullying activities as for the entire school. There were interventions that were offered for Language arts for K-6 grade.	<p>Supplemental instructional field trips/activity fees 5700-5799: Transfers Of Direct Costs Title I 1250</p> <p>Anti-Bullying Assemblies 5000-5999: Services And Other Operating Expenditures Title I 3852.5</p>	
5. equipment to assist communication among staff	We purchased extra radios for the staff that supported in a safer school.	walkie talkie equipment 4000-4999: Books And Supplies Title I	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
costs already budgeted in this section.			
6. Offer more intervention programs costs already budgeted in this section	none	Provide additional programs and support to LTELS and high need students Provide additional interventions and services during the school year as student academic needs are determined 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 13958 3000-3999: Employee Benefits LCFF - Supplemental 2952	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall there is a strong academic support for all of our students at WRE. We do need to do a better job connecting these opportunities to our parents on a regular basis. We also need to offer more extra curricular offering not just academic support. We need to do a better job connecting our parents in general here at WRE.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We saw an increase in language arts on our CAASSP score and a small growth in math. Connecting the parents so that they can support the learning at home has not happened and next year we will be much stronger in this area.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

In the upcoming year we are going to be making weekly calls and reports out to our parents. This will ensure that they are connected to what is happening in the classroom. We will also be offering more extra curricular activities next year.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	202964	0.00
LCFF - Supplemental	190,357	190,357.00

Expenditures by Funding Source

Funding Source	Amount
Other	377,589.00
Title I	202,964.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	342,773.00
2000-2999: Classified Personnel Salaries	43,415.00
3000-3999: Employee Benefits	114,030.00
4000-4999: Books And Supplies	47,837.00
5000-5999: Services And Other Operating Expenditures	7,100.00
5700-5799: Transfers Of Direct Costs	11,000.00
5800: Professional/Consulting Services And Operating Expenditures	13,898.00
5900: Communications	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Other	251,689.00
2000-2999: Classified Personnel Salaries	Other	37,715.00
3000-3999: Employee Benefits	Other	88,185.00
1000-1999: Certificated Personnel Salaries	Title I	91,084.00
2000-2999: Classified Personnel Salaries	Title I	5,700.00
3000-3999: Employee Benefits	Title I	25,845.00
4000-4999: Books And Supplies	Title I	47,837.00
5000-5999: Services And Other Operating Expenditures	Title I	7,100.00
5700-5799: Transfers Of Direct Costs	Title I	11,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	13,898.00
5900: Communications	Title I	500.00

Expenditures by Goal

Goal Number	Amount
Goal 1	148,947.00
Goal 2	146,025.00
Goal 3	145,216.00
Goal 4	140,365.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Canen Peterson	Principal
Pam Pisciotto	Classroom Teacher
Doreen Muscott	Other School Staff
Sharron Greene	Classroom Teacher
Sharon Griffin	Classroom Teacher
Gabriela Rodriguez	Parent or Community Member
Maria Ramirez Corona	Parent or Community Member
Aurora Perez	Parent or Community Member
Tricia Jenkins	Other School Staff
Open	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELACMembers	Role
Tricia Jenkins	Other School Staff
Canen Peterson	Principal
Maria Corona	Parent or Community Member
Aurora Perez	Parent or Community Member
Gabriela Rodriguez	Parent or Community Member

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 9/21/2018.

Attested:

Principal, Canen Peterson on

SSC Chairperson, Auroa Juarez on

**White Rock Elementary School
Site Council/ELAC Meeting
Friday September 28, 2016
2:45 pm – 3:45 pm
Office**

**Начальная Школа White Rock
Встреча Школьного Комитета/ELAC
28 сентября 2018 г.
2:45 pm – 3:45 pm
Комната для встреч в офисе**

**Escuela Primaria White Rock
Junta del Consejo Local/Cómite Asesor de la Lengua
Inglés
para los Estudiantes.
Viernes, 28 de septiembre del 2018
2:45 p.m. – 3:45 p.m.
Salon de conferencias de oficina**

Agenda

September 28,2018

- Welcome and introductions
- Present that 2018-19 site plan for student achievement
- Present the school safety plan for White Rock Elementary
- Vote on the above documents for the 2018-19 school year

SITE COUNCIL MINUTES

September 28, of 2018

Attending. - Aurora Perez, Maria Corona, Pam Pisciotto, Tricia Jenkins, Sharon Griffin, Karen Peterson

Review of LCAP Goals

Goal 1

Goal 2. Family and Student Engagement

- Increase involvement
- Lower suspension rate for last years

Goal 3. Professional Learning to support high quality instruction

Staff offered PD by Core Collaborative as well as PD in curriculum adoption.

Goal 4. White Rock will monitor and guide students' progress and educational outcomes will be monitored for success using assessment goals.

Sharon Griffin moves to approve the 2018-2019 School Plan

Tricia Jenkins seconded that approval.

-No objections-

Pam Pisciotto moved to approve Safety Plan for 2018-2019

Tricia Jenkins seconded that approval

-No objections-

Recommendations and Assurances for School Site Plan and English Learner Advisory Committee.

Aurora Perez, signed

Maria Corona, signed

Karen Peterson moved to adjourn the meeting and Pam Pisciotto seconded that motion.

Meeting ended at 3.15pm

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

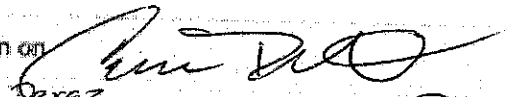

English Learner Advisory Committee MARIA CORONA / MARIA CORONA

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

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

This SPSA was adopted by the SSC at a public meeting on 9/21/2018.

Attested:

Principal, Canon Peterson on	
SSC Chairperson, Aurora Juarez on	

Title 1 Meeting-Sign Up Sheet

September 28, 2018

1. Aurora Perez R

2. MARIA CORONA

3. Pam Puma

4. Tricia Jenkins

5. Shauntay Huggins

6. Karen Peterson

7. Kim Lee

8. Shun Sun

9.

10.

11.

12.