

School Year: **2020-21**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
White Rock Elementary School	34673306033278	September 4, 2020	October 22, 2020

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Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
Title I Schoolwide
ATSI

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

The purpose of this plan is to assist all students moving towards proficiency in reading and math as measured by i-Ready assessments California Assessment of Student Performance and Progress (CAASPP) scores, and other local assessment measures. We have chosen to direct our effort towards supporting our evidence-based and place-based intervention programs. All students receive intervention support four or more days a week for at least 30 minutes. All classroom teachers and intervention staff participate in the effort. Title 1 and School Improvement Grant (SIG) funds support professional development and training in assessments and intervention curricula. White Rock is currently on year three of our SIG. By meeting the priorities of the SIG, there will be improvement in all areas, including dashboard measurement indicators. The four SIG priorities are as follows: 1) Develop Professional Learning Communities (PLC) centered on student achievement; 2) Provide rigorous student-centered instruction; 3) Develop and identify support that promotes social emotional practices and strategies that target students' long term behavior; and 4) Increase teacher effectiveness through peer observation and coaching. The plan for White Rock Elementary (WRE) is centered around the SIG priorities both to ensure the conditions of the grant are met and to take best advantage of the benefits to the school and district that the grant confers. A focus for White Rock, in meeting the requirements of Every Student Success Act (ESSA), is to train teachers in new distance learning platforms, providing Social-Emotional Learning opportunities using a virtual platform, and to continue to develop as a Professional Learning Community (PLC) to foster a cycle of progress monitoring that promotes student achievement.

School Vision and Mission

The mission for White Rock Elementary is to 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.

The vision for White Rock Elementary is to work 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 Transitional Kindergarten through 5th grade Title 1, Program Improvement site. Due to low academic growth of our students, White Rock qualified for a School Improvement Grant. This is our last year in State Improvement Grant and the staff has had 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 2019-20 school year, 499 students were enrolled in grades Preschool through fifth. 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 After School Education Safety (ASES) until 6:00 pm.

At White Rock Elementary, we respect and celebrate individual differences. The staff and administration are committed to inspiring our student body to become lifelong learners. Our school serves the needs of general education and special education students in grades kindergarten through fifth. Additionally, we proudly offer programs that serve the individual academic and Social Emotional Learning (SEL) needs of our students including Special Education, Transitional English, Speech, Occupational Therapy (OT), Science Technology Engineering & Mathematics (STEM), Intervention Programs, and after-school enrichment including the newly added Boys & Girls Club. We are equipped to help our students with their SEL needs through the availability of our school psychologist (mentoring), our Marriage & Family Therapist (MFT) our Special Friends program (1:1 and group), the Lunch Bunch social skills groups, Falcon Patrol and our use of the Steps to Respect curriculum in our classrooms. Navigator is a Positive Behavior Intervention Support (PBIS) school. We have a weekly behavior focus broken down to daily lessons. We teach Second Step curriculum in grades K-5. All of our teachers were trained in Responsive Classroom and this year we will continue implementation of Professional Learning Communities as well as an expanded district led PBIS/anti-bullying program.

Through our constant review of assessment data from Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), Envision, Benchmark, i Ready 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, and 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 School Site Council (SSC), English Language Advisory Committee (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.

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 for probationary teachers take place twice in the fall and twice in the spring. Tenured teacher formal evaluation is once in the fall and once in the spring. Teachers being evaluated are also subject to informal evaluations throughout the year. We have an electronic teacher evaluation process called Talent Ed - Perform that tracks all observations, conferences, and forms. Additionally, the principal is regularly in classrooms observing student learning and teaching. He does weekly walkthroughs of all classrooms looking for effective teaching or areas in need of coaching. If a teacher is in need of coaching the principal sets up weekly meetings to target the area of need. Specific objectives are outlined and goals are set. If coaching is not successful, a formal improvement plan may be put in place. Feedback for teachers target the six California Standards for the Teaching Profession (CSTP). Overall findings from the 2019-20 school year indicate that classroom teachers at White Rock implement practices aligned with these Professional Standards.

Initial walk-throughs have revealed a number of strong practices taking place in classrooms at White Rock. We use the Responsive Classroom approach to building communities in the classroom. Teachers are consistently teaching and using the Board-adopted curriculum in Language Arts, Math, Science and Social Studies. A new social/emotional curriculum, Second Step is being implemented this year. The teachers use the school-wide 5 Be's as the basis of their classroom discipline. Although each teacher is allowed to use the incentive structure of their choosing, they are all grounded in the common behavioral expectations at the school and are based on positive reinforcement. Grade levels are using common schedules to allow for targeted intervention and instruction in core academic areas. Teachers are using a variety of engagement techniques including visuals and gestures to help all learners, including special education and English language learners, interact with the curriculum and experience success in classroom.

One area of focus identified is the need for consistent implementation of teaching strategies targeted at English Learners (EL). The new language arts curriculum provides more embedded and designated supports for EL and walkthroughs will specifically note when these strategies and materials are being used. All grades are using Multi-Tiered Systems of Support (MTSS) to provide designated English Language Development (ELD) time and Focused reading time for students.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

White Rock participates in all required State and District and local testing, such as California Assessments of Student Performance & Progress (CAASPP), California English Language Development Test (CELDT) English Language Proficiency Assessments for CA (ELPAC), and i-Ready. Assessments are scored, teachers and Principal meet in quarterly Every Child by Name (ECBN) conference and every six weeks as grade levels to plan and modify instruction based on the data. When State assessment results are returned at the beginning of each new school year, the results are analyzed by teachers and Principal to determine if materials, instructional strategies, or instructional priorities need to be continued, modified or replaced. Data analysis and planning to improve instruction is the primary goal of our Professional Learning Communities (PLC) time. Our intervention program is using the results of initial Oral Reading Passages (ORP's), Systematic Instruction in Phonological Awareness Phonics and Sight Words (SIPPS) assessment, i-Ready, math fact assessments and Basic Phonic Skill Test (BPST) to identify students in need of extra support.

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 and help identify needs for targeted instruction and Multi-Tiered Support System (MTSS) SIPPS groupings.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All faculty are highly qualified and credentialed in multiple subjects.

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

The White Rock Principal and Assistant Principal arrange for teachers to have access to and participate in ongoing professional development on site, at district level, with the Sacramento County Office of Education (SCOE) and through our School Improvement Grant. The different staff development site topics are based on our School Improvement Grant priorities, classroom observations of teachers and students, as well as the needs identified by the teachers themselves. Professional development is incorporated through the district level as professional development days, district-facilitated instructional focus meetings, site teacher release time, and site professional development provided by site-based coaches, School Improvement Grant contracts, and designated professional development at weekly staff meetings. Preschool staff also participates in district professional development days and targeted professional development with district lead teachers. SCOE also offers professional development that support local districts in improving student achievement through high-quality training for administrators, teachers, and other educators.

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

White Rock teachers are following the district focus on Professional Learning Community (PLC) implementation and are receiving training on this at the district and site level. We are also moving toward having more teachers trained in the ELD-focused Guided Language Acquisition Development (GLAD) strategies. Our teachers continue to receive training on using Illuminate to analyze student performance.

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 Guided Language Acquisition Design (GLAD).

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

White Rock is a highly collaborative site. Formally, grade level collaborations and vertical articulation occur at our weekly staff meetings. These collaborations center around curriculum delivery, shared lesson planning, and needs analysis. Informally, teachers frequently meet to share lesson ideas, problem-solve around difficult lessons, share ideas to help specific students, and share planning and preparation for lessons. This collaboration occurs across grade levels and between special education and general education teachers. Grade levels meet monthly for Rtl meetings to focus on students who are not making adequate progress. Strategies and interventions are planned as well as data tracking and follow-up meetings.

Teaching and Learning

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

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 English Learner Arts (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 Sacramento County office of Education (SCOE).

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.

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. White Rock Elementary master schedule is written to include time for interventions and remediation.

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.

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

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 the English Language Proficiency Assessments for CA (ELPAC) levels for English Learner (EL) instruction. In addition, our site offers before and after school interventions as well as PIP, After School Education Safety (ASES), and Heritage Language School (Russian).

Evidence-based educational practices to raise student achievement

In order to create an environment that fosters learning, WRE continues to use research based instructional products such as Core 5 LEXIA, I-Ready and SIPPS, Read Live, STAR Reading, STAR Math. All three 6th grade staff are in the process of being trained in GLAD strategies to improve student engagement. The Principal, Assistant Principal (AP), and Title 1 teacher /Intervention teacher participate in a district PI school PLC that targets research-based educational practices.

Parental Engagement

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

White Rock continues to find ways to increase the involvement of our parents and community. Parents are encouraged to attend a variety of special events such as Falcon Family Night and Back to School Night in the fall, Math and Science Nights, and our Open House in the spring. Our school website and e-alert system keeps parents informed about important school information. All White Rock families are invited to participate in the planning, implementation and evaluation of the Single Plan for Student Achievement (SPSA) plan. Additionally parents are encouraged to participate in the English Learner Advisory Committee (ELAC) and provide written evaluation of programs. We also post curriculum support links, provide log-on information for Lexia and other math and ELA support programs for use at home. We use Rtl and Student Study Team (SST) meetings to help support our most struggling students. Teachers provide on-going communication with parents through progress reports, newsletters, and direct contact. Our Parent Coordinator works 10 hours a week to process school volunteers and implement opportunities for parent participation. For example, she set up an online Volunteer Spot page to facilitate parent support.

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

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.

Fiscal support (EPC)

White Rock Elementary receives an annual budget from base funds, Title 1 Funds, supplemental, and local support such as Measure H funds. White Rock identifies school-wide needs and allocates funds in accordance with these identified needs. In addition to district support, site general funds, donations, and grants support us in achieving our goals.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Based on feedback from stakeholders and analysis of our goals, additional emphasis will be placed on the following:

1. We will continue our targeted professional development through the School Improvement Grant to focus on improving literacy and math.
2. Community and family engagement, as well as school climate and Positive Behavioral Interventions and Supports (PBIS) will continue to be a focus.
3. Allocations for experiential learning and field trips will be increased.

Throughout the year, White Rock involves our school community, including parents, staff and students, in developing and monitoring our school plan. The following groups continue to monitor and have input into the plan throughout the year:

Site Leadership team (Guiding Coalition, monthly)

Academic Leadership Team (Implementation coaches, monthly)

Site Council (reviews and approves the plan by October 1, 2019; monitors throughout the year)

ELAC (English Learner Advisory Committee)

Parent Survey (fall and spring)

Every Child by Name (ECBN) meetings three times a year

Consultations with the Director of Categorical Programs (ongoing)

Title I Budget development and monitoring (ongoing)

Faculty meetings (LCAP workshop and review)

PTA (Parent Teacher Association) (Principal Reports)

Resource Inequities

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

1. Students at White Rock feel disconnected and need to be involved in more decision making about their school.
2. Attendance for our students who are experiencing homelessness continues to be a struggle.
3. White Rock has two new Special Education classes that will need additional support.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.43%	%	0.68%	2		3
African American	12.53%	10.99%	8.84%	58	50	39
Asian	6.26%	7.69%	7.71%	29	35	34
Filipino	0.86%	0.66%	0.45%	4	3	2
Hispanic/Latino	43.41%	45.49%	45.35%	201	207	200
Pacific Islander	3.02%	3.52%	3.63%	14	16	16
White	23.97%	22.2%	21.54%	111	101	95
Multiple/No Response	0.65%	0.44%	11.34%	3	2	2
Total Enrollment				463	455	441

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	63	72	80
Grade 1	80	66	66
Grade 2	66	70	66
Grade3	90	68	82
Grade 4	68	84	65
Grade 5	62	65	82
Grade 6	34	30	
Total Enrollment	463	455	441

Conclusions based on this data:

1. Over the last couple of years, White Rock Elementary has stayed about the same as far as student enrollment.
2. We are transitioning to a new attendance system to track enrollment, truancy and student attendance data.
3. We are seeing more students who speak Farsi within White Rock Elementary. Current data shows our demographics to be 9% African American, 7% Asian, 45% Hispanic/Latino, and 21% White. White Rock Elementary has a diverse population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	189	181	176	40.8%	39.8%	39.9%
Fluent English Proficient (FEP)	48	57	43	10.4%	12.5%	9.8%
Reclassified Fluent English Proficient (RFEP)	16	31	12	7.7%	16.4%	6.6%

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. White Rock Elementary a low number on reclassification Fluent Proficient (RFEP). This is because in the last two years we have had a very high number of students who have been reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	80	92	68	77	87	68	77	87	68	96.3	94.6	100
Grade 4	66	68	88	64	67	85	64	67	85	97	98.5	96.6
Grade 5	67	59	69	65	55	69	65	55	69	97	93.2	100
Grade 6	34	33	31	34	33	31	34	33	31	100	100	100
All	247	252	256	240	242	253	240	242	253	97.2	96	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2360.	2369.	2375.	1.30	8.05	10.29	15.58	14.94	13.24	33.77	31.03	27.94	49.35	45.98	48.53
Grade 4	2427.	2449.	2436.	12.50	17.91	16.47	26.56	23.88	16.47	12.50	25.37	22.35	48.44	32.84	44.71
Grade 5	2420.	2459.	2463.	3.08	10.91	10.14	16.92	30.91	21.74	12.31	14.55	31.88	67.69	43.64	36.23
Grade 6	2496.	2478.	2510.	5.88	6.06	12.90	26.47	24.24	25.81	41.18	33.33	29.03	26.47	36.36	32.26
All Grades	N/A	N/A	N/A	5.42	11.16	12.65	20.42	22.31	18.18	23.33	26.03	27.27	50.83	40.50	41.90

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.30	9.20	10.29	42.86	47.13	39.71	55.84	43.68	50.00
Grade 4	18.75	22.39	15.29	42.19	49.25	45.88	39.06	28.36	38.82
Grade 5	4.62	10.91	14.49	41.54	49.09	44.93	53.85	40.00	40.58
Grade 6	5.88	6.06	16.13	55.88	45.45	38.71	38.24	48.48	45.16
All Grades	7.50	12.81	13.83	44.17	47.93	43.08	48.33	39.26	43.08

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.90	8.05	10.45	45.45	35.63	43.28	50.65	56.32	46.27
Grade 4	9.38	17.91	15.29	48.44	46.27	44.71	42.19	35.82	40.00
Grade 5	3.08	21.82	15.94	40.00	34.55	53.62	56.92	43.64	30.43
Grade 6	2.94	12.12	12.90	55.88	45.45	61.29	41.18	42.42	25.81
All Grades	5.00	14.46	13.89	46.25	39.67	48.81	48.75	45.87	37.30

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.49	11.49	11.76	62.34	56.32	66.18	31.17	32.18	22.06
Grade 4	10.94	20.90	16.47	50.00	68.66	65.88	39.06	10.45	17.65
Grade 5	10.77	9.09	11.59	46.15	58.18	57.97	43.08	32.73	30.43
Grade 6	8.82	12.12	12.90	76.47	66.67	54.84	14.71	21.21	32.26
All Grades	9.17	13.64	13.44	56.67	61.57	62.45	34.17	24.79	24.11

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.19	12.64	8.82	45.45	41.38	44.12	49.35	45.98	47.06
Grade 4	14.06	17.91	11.76	43.75	53.73	50.59	42.19	28.36	37.65
Grade 5	9.23	20.00	11.59	30.77	40.00	44.93	60.00	40.00	43.48
Grade 6	23.53	12.12	19.35	58.82	51.52	61.29	17.65	36.36	19.35
All Grades	11.25	15.70	11.86	42.92	45.87	48.62	45.83	38.43	39.53

Conclusions based on this data:

1. In 2018-19, we have 49% of our students who are at or near standard. This is the highest number we have seen in the last 3 years.
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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	80	92	68	78	92	68	78	92	68	97.5	100	100
Grade 4	66	68	88	65	67	87	65	67	87	98.5	98.5	98.9
Grade 5	67	59	68	66	58	68	66	58	68	98.5	98.3	100
Grade 6	34	33	30	34	33	30	34	33	30	100	100	100
All	247	252	254	243	250	253	243	250	253	98.4	99.2	99.6

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2393.	2375.	2401.	5.13	3.26	13.24	25.64	21.74	13.24	25.64	20.65	29.41	43.59	54.35	44.12
Grade 4	2447.	2456.	2449.	6.15	10.45	12.64	29.23	22.39	17.24	36.92	49.25	39.08	27.69	17.91	31.03
Grade 5	2449.	2450.	2459.	4.55	8.62	7.35	6.06	5.17	16.18	33.33	34.48	27.94	56.06	51.72	48.53
Grade 6	2472.	2500.	2504.	5.88	3.03	13.33	8.82	30.30	20.00	35.29	30.30	26.67	50.00	36.36	40.00
All Grades	N/A	N/A	N/A	5.35	6.40	11.46	18.93	19.20	16.21	32.10	32.80	32.02	43.62	41.60	40.32

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.23	13.04	20.59	26.92	35.87	32.35	53.85	51.09	47.06
Grade 4	18.46	23.88	19.54	35.38	29.85	33.33	46.15	46.27	47.13
Grade 5	7.58	8.62	8.82	21.21	24.14	35.29	71.21	67.24	55.88
Grade 6	8.82	9.09	20.00	23.53	30.30	40.00	67.65	60.61	40.00
All Grades	14.40	14.40	17.00	27.16	30.80	34.39	58.44	54.80	48.62

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.69	10.87	16.18	51.28	31.52	41.18	41.03	57.61	42.65
Grade 4	10.77	8.96	14.94	49.23	55.22	39.08	40.00	35.82	45.98
Grade 5	4.55	5.17	10.29	34.85	37.93	42.65	60.61	56.90	47.06
Grade 6	5.88	6.06	10.00	41.18	63.64	46.67	52.94	30.30	43.33
All Grades	7.41	8.40	13.44	44.86	43.60	41.50	47.74	48.00	45.06

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.97	4.35	14.71	57.69	41.30	39.71	33.33	54.35	45.59
Grade 4	10.77	14.93	18.39	49.23	52.24	43.68	40.00	32.84	37.93
Grade 5	1.52	6.90	8.82	36.36	48.28	35.29	62.12	44.83	55.88
Grade 6	11.76	9.09	13.33	47.06	51.52	53.33	41.18	39.39	33.33
All Grades	7.82	8.40	14.23	48.15	47.20	41.50	44.03	44.40	44.27

Conclusions based on this data:

1. 42% of our students are at or at/near standard. Percentage of students who are below standards are the lowest in the last three years.
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. Even though we are seeing an increase, mathematics will continue to be a contact focus at White Rock Elementary.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1409.0	1440.8	1410.8	1454.5	1404.9	1408.3	24	32
Grade 1	1446.6	1421.6	1451.5	1432.9	1441.2	1409.8	40	28
Grade 2	1464.3	1468.8	1463.9	1469.0	1464.0	1468.1	22	34
Grade 3	1481.1	1483.8	1488.5	1489.1	1473.3	1478.0	35	20
Grade 4	1530.5	1499.5	1536.3	1494.9	1524.3	1503.6	15	35
Grade 5	1529.2	1528.2	1532.9	1528.6	1524.9	1527.4	15	22
Grade 6	*	1548.2	*	1547.5	*	1548.3	*	14
All Grades							161	185

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	12.50	*	56.25	*	25.00	*	6.25	24	32
1	35.00	3.57	30.00	32.14	*	28.57	*	35.71	40	28
2	*	8.82	*	41.18	*	32.35	*	17.65	22	34
3	*	10.00	40.00	30.00	*	50.00	*	10.00	35	20
4	*	11.43	*	42.86	*	28.57		17.14	15	35
5	*	36.36	*	27.27	*	13.64	*	22.73	15	22
6	*	35.71	*	35.71	*	14.29		14.29	*	14
All Grades	22.98	14.59	38.51	39.46	21.74	28.11	16.77	17.84	161	185

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	28.13	*	43.75	*	21.88	*	6.25	24	32
1	50.00	10.71	*	32.14	*	32.14	*	25.00	40	28
2	50.00	26.47	*	38.24	*	20.59	*	14.71	22	34
3	37.14	35.00	31.43	35.00	*	15.00	*	15.00	35	20
4	*	34.29	*	31.43		22.86		11.43	15	35
5	*	50.00	*	22.73	*	9.09	*	18.18	15	22
6	*	50.00	*	21.43	*	21.43		7.14	*	14
All Grades	45.34	31.35	30.43	33.51	8.70	21.08	15.53	14.05	161	185

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	45.83	28.13	*	68.75	*	3.13	24	32
1	72.50	39.29	*	42.86	*	17.86	40	28
2	50.00	29.41	*	58.82	*	11.76	22	34
3	*	15.00	62.86	55.00	*	30.00	35	20
4	*	20.00	*	62.86	*	17.14	15	35
5	*	22.73	*	59.09	*	18.18	15	22
6	*	21.43	*	64.29	*	14.29	*	14
All Grades	43.48	25.95	42.86	58.92	13.66	15.14	161	185

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	21.88	45.83	71.88	*	6.25	24	32
1	40.00	14.29	30.00	50.00	30.00	35.71	40	28
2	50.00	17.65	*	64.71	*	17.65	22	34
3	71.43	55.00	*	35.00	*	10.00	35	20
4	93.33	45.71	*	42.86		11.43	15	35
5	80.00	68.18	*	9.09	*	22.73	15	22
6	*	50.00	*	42.86		7.14	*	14
All Grades	54.66	35.68	24.22	48.11	21.12	16.22	161	185

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	66.67	93.75	*	6.25	24	32
1	35.00	3.57	32.50	46.43	32.50	50.00	40	28
2	*	14.71	*	52.94	*	32.35	22	34
3	*	0.00	*	50.00	74.29	50.00	35	20
4	*	2.86	*	54.29	*	42.86	15	35
5	*	13.64	*	59.09	*	27.27	15	22
6	*	14.29	*	57.14	*	28.57	*	14
All Grades	19.88	6.49	41.61	60.00	38.51	33.51	161	185

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00	56.25	*	31.25	*	12.50	24	32
1	*	10.71	62.50	50.00	*	39.29	40	28
2	*	8.82	68.18	67.65	*	23.53	22	34
3	*	15.00	57.14	70.00	40.00	15.00	35	20
4	*	22.86	*	57.14	*	20.00	15	35
5	*	18.18	*	63.64	*	18.18	15	22
6		35.71	*	57.14		7.14	*	14
All Grades	21.74	23.78	57.76	55.68	20.50	20.54	161	185

Conclusions based on this data:

1. Writing is a definite need for our students. This is also true when it comes to our ELPAC and our EL students. They are in need of vocabulary and building the writing responses.
2. We are though showing an increase of our students who are being Reclassified Fluent English Proficient (RFEP).
3. We saw a 16% increase from level 3 to level 4.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
455	92.5	39.8	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	181	39.8
Homeless	35	7.7
Socioeconomically Disadvantaged	421	92.5
Students with Disabilities	28	6.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	50	11.0
Asian	35	7.7
Filipino	3	0.7
Hispanic	207	45.5
Two or More Races	41	9.0
Pacific Islander	16	3.5
White	101	22.2




Conclusions based on this data:

1. White Rock continues to grow in population from 2017-present. Currently we have 485 students on our campus.
2. With the increased growth, we are seeing an increase in refugees from Afghanistan.
3. Most of our students come from socio-economic disadvantaged homes.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 424 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 424 950 457">Chronic Absenteeism</p>  <p data-bbox="769 506 847 533">Orange</p>	<p data-bbox="1177 424 1404 457">Suspension Rate</p>  <p data-bbox="1252 506 1330 533">Yellow</p>
<p data-bbox="251 623 414 657">Mathematics</p>  <p data-bbox="293 705 371 732">Yellow</p>		

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 Marriage and Family Therapist (MFT) to support our students who need Tier 2 and Tier 3 support. This year we saw a major drop from 2018-present.
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 an upward trajectory.
3. Math needs to be a focus as well at White Rock. We only grew 3% at White Rock. We are providing professional development in Number Talks to support this focus.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 39.7 points below standard Increased ++6 points 231	<p>English Learners</p>  Yellow 42.6 points below standard Increased ++3 points 130	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 24.6 points below standard Increased ++4.7 points 20	<p>Socioeconomically Disadvantaged</p>  Yellow 43.2 points below standard Increased ++4.9 points 211	<p>Students with Disabilities</p>  No Performance Color 125.3 points below standard Declined -6.2 points 24

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 55.5 points below standard Increased ++5.7 points 24	 No Performance Color 0 Students	 No Performance Color 64.5 points below standard Declined Significantly -19.4 points 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33.1 points below standard Increased Significantly ++22.8 points 96	 No Performance Color 67.5 points below standard Declined Significantly -39.7 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 Orange 32 points below standard Declined -3.1 points 60

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

- This year White Rock Elementary increase significantly in Language on the state assessments.
- 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.
- We saw a large percentage increase in African American and Hispanic students in 2018-19.

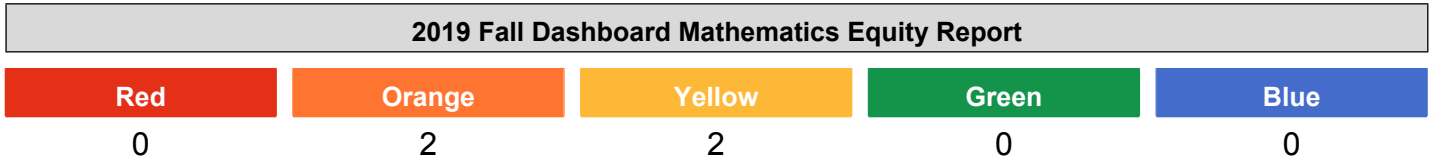
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 54.1 points below standard Increased Significantly ++38 points 24		 No Performance Color 60 points below standard Declined Significantly -26.4 points 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 40.8 points below standard Increased ++14.8 points 96	 No Performance Color 73.6 points below standard Declined Significantly -37.4 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Orange 37.9 points below standard Maintained -0.2 points 60

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

Conclusions based on this data:

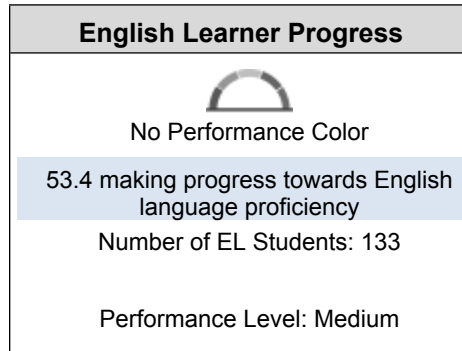
1. We only made a small jump on our state assessments. One percent for total growth for mathematics.
2. This year we are providing professional development for Number Talks as well as Numbers Base 10
3. We saw a large percentage increase in African American and Hispanic students.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21	41	6	65

Conclusions based on this data:

1. This year we saw a jump in our EL progress (10.2% jump).
2. 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 newcomers as well as providing the English Language Development (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

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 16.2 Maintained +0.1 505	<p>English Learners</p>  Green 6.4 Declined -2 203	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p>Homeless</p>  Red 33.9 Increased +10.1 56	<p>Socioeconomically Disadvantaged</p>  Orange 16.8 Maintained +0.1 459	<p>Students with Disabilities</p>  Red 21.6 Increased +6.8 51

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

1. This year we were 94% attendance rate.
2. The percentage of homelessness absenteeism at White Rock jumped 10.1 percent. As a school team, we need to be able to support these parents more as they are in trauma.
3. We have school initiatives to assure that chronically absent students attend school more often.

School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 7 Declined -9.6 57	 No Performance Color Less than 11 Students - Data 2	 Blue 0 Maintained 0 37	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.7 Maintained +0.1 245	 Orange 10 Declined -7.5 50	 No Performance Color 0 Maintained 0 16	 Yellow 3.4 Declined -2.8 118

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7	4.2

Conclusions based on this data:

1. We need to provide further training for all staff for restorative practices in each 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 need support not just within the classrooms but also 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. At White Rock Elementary, we have declined across the board for suspensions.

Goals, Strategies, & Proposed Expenditures

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

LEA/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.

Goal 1

Focus on high quality instruction

Identified Need

We continued to make progress toward common assessments in all content areas.

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20581	Title I

	1000-1999: Certificated Personnel Salaries 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.
250	Title I 2000-2999: Classified Personnel Salaries Clerical office and IA support to help with supporting students and parents at White Rock
7062.	Title I 3000-3999: Employee Benefits Employee benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6250	Title I 4000-4999: Books And Supplies Materials and supplies to support student and staff to help support the closing of the achievement gap.
1125	Title I 4000-4999: Books And Supplies Technology equipment, supplies and replacements

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Teachers and staff

Strategy/Activity

Conferences, workshops, online professional development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Title I 5000-5999: Services And Other Operating Expenditures Conferences, workshops, online professional development.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
83	Title I 5800: Professional/Consulting Services And Operating Expenditures Online services Teacher and staff
2000	Title I 5700-5799: Transfers Of Direct Costs field trips and interventions and Special Friends
	None Specified None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

School Improvement Grant (SIG) Grant/ School improvement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
62101	School Improvement Grant (SIG) 1000-1999: Certificated Personnel Salaries SIG Grant ; Assistant principal, intervention teacher,
2850	School Improvement Grant (SIG) 4000-4999: Books And Supplies Supplies
16229	School Improvement Grant (SIG) 3000-3999: Employee Benefits SIG Grant: Benefits
5000	School Improvement Grant (SIG) 5800: Professional/Consulting Services And Operating Expenditures Conference and services

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Overall everything that we had implemented this year was implemented with fidelity and rigor.

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

Form the Core Collaborative work that we are doing and giving Professional Development (PD) from the district I feel that the focus can and sometimes felt all over the place. This really was the first year with shared leadership so we are off to a good start.

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 keeping the course as what we have going is good just needing more time.

Goals, Strategies, & Proposed Expenditures

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

LEA/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.

Goal 2

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

Identified Need

Continue to provide access to struggling students of grade level materials.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates	94.6%	96%
Suspension rate	36 students suspended	33 students suspended
parent surveys	2	2 parent surveys

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20579	Title I 1000-1999: Certificated Personnel Salaries 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
250	Title I 2000-2999: Classified Personnel Salaries clerical office and IA support to help with supporting students and parents at White Rock
7061	Title I 3000-3999: Employee Benefits Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Funding for needed supplies and materials, technology supplies and replacements including equipment to support the Positive Behavioral Interventions and Supports (PBIS), family community engagement, and interventions

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6250	Title I 4000-4999: Books And Supplies Materials and supplies to support student and staff to help support the PBIS, family community engagement, and interventions
1125	Title I 4000-4999: Books And Supplies Technology materials, supplies and replacements.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

Title I
5000-5999: Services And Other Operating Expenditures
Conferences and workshops

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

83

Title I
5800: Professional/Consulting Services And Operating Expenditures
Online services

2000

Title I
5700-5799: Transfers Of Direct Costs
Special Friends and field trips

110

Title I
5900: Communications
Postage

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

5. SIG grant/ School Improvement Grant

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
62101	School Improvement Grant (SIG) 1000-1999: Certificated Personnel Salaries SIG Grant: Assistant principal and intervention teacher
2850	School Improvement Grant (SIG) 4000-4999: Books And Supplies Supplies
16229	School Improvement Grant (SIG) 3000-3999: Employee Benefits SIG Grant: benefits
	None Specified None Specified
5000	School Improvement Grant (SIG) 5800: Professional/Consulting Services And Operating Expenditures Conference and services

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In 2018-19 anything that we did, we used data to see if it works. We saw that we cut the suspension rate by nearly 70%. We held many parent nights and they were met with excited parents and students. We also created a system in the morning for supporting not only our students but we are supporting our parents. One of the administrative team would always be out front of the school connecting with them as we have found that many our parents are either scared to come into the school or don't know what to ask for. Therefore, we have taken a step back and asked ourselves how we can meet their needs without them coming into the office. We do that by connecting with them in the morning and in the afternoon as well as biweekly connectEd messages.

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

This goal was fully implemented. One thing that we did not put down as a goal and yet was critical to this was the PBIS team and their professional development that we offered the staff throughout the year.

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

We will keep this goal with added values.

Goals, Strategies, & Proposed Expenditures

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

LEA/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, Career and Technical Education (CTE), International Baccalaureate (IB), Advanced Placement (AP) and Science Technology Engineering and Mathematics (STEM) courses.

Goal 3

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

Identified Need

Increase teacher efficacy in literacy, math skills, and SEL.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

Maintain an Academic coach and intervention staff including clerical as well as qualified substitutes and temporary subs to help close the achievement gap in the area of EL, Science Technology Engineering & Math (STEM) and professional development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20578	Title I 1000-1999: Certificated Personnel Salaries Maintain an 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.
250	Title I 2000-2999: Classified Personnel Salaries Clerical office and IA support to help with supporting students and parents at White Rock
7060	Title I 3000-3999: Employee Benefits Employee benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Supplies, materials, technology equipments

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6250	Title I 4000-4999: Books And Supplies Supplies and materials
1125	Title I 4000-4999: Books And Supplies Technology equipment and supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

83

Source(s)

Title I
5800: Professional/Consulting Services And Operating Expenditures
Online services

2000

Title I
5700-5799: Transfers Of Direct Costs
Field trips Special friends

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

SIG grant/ State improvement grant

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
62101	School Improvement Grant (SIG) 1000-1999: Certificated Personnel Salaries SIG Grant: Assistant principal, intervention salaries
2849	School Improvement Grant (SIG) 4000-4999: Books And Supplies Supplies
16229	School Improvement Grant (SIG) 3000-3999: Employee Benefits SIG Grant: benefits
5000	School Improvement Grant (SIG) 5000-5999: Services And Other Operating Expenditures Conferences and Services

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In 2018-19, the staff was highly trained from the Core Collaborative. Our primary grades were training in guided reading and our intermediate grades were trained in writing. We also implemented coding classes in the intermediate classes as well as them gaining knowledge in 3D and CNC machines.

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

The major differences is that the training that happened from what is happening in the classroom still needs time. I believe that the saying, "Go slow to go fast" applies yet more work is needed with our EL population and socioeconomically disadvantaged students.

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

We will be changing outcomes for our EL learners. We will be looking at and giving PD for this as we are seeing a drop in scores for CAASPP

Goals, Strategies, & Proposed Expenditures

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

LEA/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.

Goal 4

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

Identified Need

Targeted support for student groups who continue to perform lower than their grade level peers in ELA and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Title 1 and intervention for SIG grant Resource Teacher/ Academic coaches (LCAP 1.1, 1.3, 2.1, 3.2, 4.1, 4.2, 4.3), classified and certificated

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20578	Title I 1000-1999: Certificated Personnel Salaries Title 1 specialist and academic coach to help close the achievement gap, teacher subs and teacher temp hourly
250	Title I 2000-2999: Classified Personnel Salaries IA temp salaries and subs with benefits
7060	Title I 3000-3999: Employee Benefits Employee benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6250	Title I 4000-4999: Books And Supplies Supplies and materials to help close the achievement gap for our students.

1125	Title I 4000-4999: Books And Supplies Technology equipment and supplies
82	Title I 5800: Professional/Consulting Services And Operating Expenditures Online services

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Outside of the school day support and activities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified
2000	Title I 5700-5799: Transfers Of Direct Costs Special Friends, fieldtrips
0	None Specified None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

SIG/ State Improvement Grant

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
62103	School Improvement Grant (SIG)

	1000-1999: Certificated Personnel Salaries SIG Grant: principal, intervention salaries
2849	School Improvement Grant (SIG) 4000-4999: Books And Supplies Supplies
16231	School Improvement Grant (SIG) 3000-3999: Employee Benefits SIG Grant: Benefits
5000	School Improvement Grant (SIG) 5000-5999: Services And Other Operating Expenditures Conferences and services

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Conference, workshops and online professional development

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Title I 5000-5999: Services And Other Operating Expenditures Conference, workshops online services

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This year there was a lot of time put into this goal. We saw a huge improvement in our i-Ready scores. All of our classes were over their yearly goals and many classes surpassed their stretch goals. We saw about a 16% increase in our ELPAC scores for the students making positive progress towards RFEP. This was due to professional development with the staff to adding PVIS strategies for students to be successful in their classrooms.

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

What we did not see if the correlation between the i-Ready, ELPAC, Oral Reading Passage (ORP) scores to the CAASSP scores. We will be looking very closely to see if it is the rigor of the test or is there something that we can add to our classroom lessons so that we can support our students when the test comes in April.

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 change that we are going to ensure that all of our staff gives the end of unit tests as we have found that these test support the rigor of the state test.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$496,222.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$151,500.00

Subtotal of additional federal funds included for this school: \$151,500.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
None Specified	\$0.00
School Improvement Grant (SIG)	\$344,722.00

Subtotal of state or local funds included for this school: \$344,722.00

Total of federal, state, and/or local funds for this school: \$496,222.00

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

Name of Members	Role
Canen Peterson	Principal
Tricia Jenkins	Classroom Teacher
Doreen Muscott	Other School Staff
Sharron Greene	Classroom Teacher
Jessi Connors	Classroom Teacher
Karen Peterson	Parent or Community Member
Maria Ramirez Corona	Parent or Community Member
Aurora Perez	Parent or Community Member
Tricia Jenkins	Other School Staff
Rosa Castillo	Parent or Community Member

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

English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
Tricia Jenkins	Other School Staff
Canen Peterson	Principal
Maria Corona	Parent or Community Member
Aurora Perez	Parent or Community Member
Rosa Catillo	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 9/4/2020.

Attested:



Principal, Canen Peterson on Septmeber 4, 2020

SSC Chairperson, Auroa Juarez on September 4, 2020

Site Council Agenda

September 4, 2020

- Welcome and introductions
- What is a site plan and what goes into a site plan?
- State Improvement Grant
- How are we supporting a positive school culture at White Rock Elementary.
- How are we engaging our students during COVID

White Rock Elementary Site Council Meeting - Friday, September 4, 2020

- Welcome and introductions
 - Principal - Canen Peterson
 - Academic Coach - Tricia Jenkins
 - Teachers - Sharon Greene, Monica Easton, Karen Peterson
 - Parents - Rosa Castillo de Rios, Aurora Perez, Jessica Kennedy
- What is a site plan and what goes into a site plan?
 - School vision and mission
 - Engage parents and community
 - Delivery of high quality instruction and targeted interventions
 - School Profile
- State Improvement Grant
 - Provides Assistant Principal, MFT, and additional Intervention teachers and PD support
- How are we supporting a positive school culture at White Rock Elementary?
 - Wednesday shout-outs, celebrating successes, helping families in many areas
- How are we engaging our students during COVID?
 - Teacher connections, library, principal videos, school website, email, phone calls home, text messages, grant to get STEM van to visit neighborhoods
- Parent Comments
 - Parents are looking for ways to make connections with each other and for their children.
 - Some parents prefer videos rather than email - too many emails to read and keep track of information.
 - Parents need help but don't always know what or who to ask.
 - Students need more SEL support - a former student asked what we are doing for kids struggling with anxiety.
- Next steps
 - Focused Parent Survey (paper preferred) to get specific feedback from parents on what they need from us to help with distance learning
 - Canen and Mike will meet with students to make a plan to provide more support.
 - Student Survey to see what kids need?
 - Think of ways to support parents' building connections with each other and between students.
 - Review Site Plan, make comments, respond by Friday, September 11.

Attendance taken virtually: Canen Peterson, Tricia Jenkins, Doreen Muscott, Sharon Greene, Karen Peterson, Rosa Castillo, Jessi Connors, Aurora Juarez, Maria Ramirez Corona

ELAC Agenda

September 4, 2020

- Welcome and introductions
- What is a site plan and what goes into a site plan?
- State Improvement Grant
- How are we supporting a positive school culture at White Rock Elementary.
- How are we engaging our students during COVID

White Rock Elementary ELAC Meeting - Friday, September 4, 2020

- Welcome and introductions
 - Principal - Canen Peterson
 - Academic Coach - Tricia Jenkins
 - Teachers - Sharon Greene, Monica Easton, Karen Peterson
 - Parents - Rosa Castillo de Rios, Aurora Perez, Jessica Kennedy
- What is a site plan and what goes into a site plan?
 - School vision and mission
 - Engage parents and community
 - Delivery of high quality instruction and targeted interventions
 - School Profile
- State Improvement Grant
 - Provides Assistant Principal, MFT, and additional Intervention teachers and PD support
- How are we supporting a positive school culture at White Rock Elementary?
 - Wednesday shout-outs, celebrating successes, helping families in many areas
- How are we engaging our students during COVID?
 - Teacher connections, library, principal videos, school website, email, phone calls home, text messages, grant to get STEM van to visit neighborhoods
- Parent Comments
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