



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
White Rock Elementary School	34673306033278	May 20, 2025	August 14, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by White Rock Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Title I Schoolwide, Community School
- Monitoring subgroups in the red on the CA Dashboard

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by White Rock Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Title I Schoolwide, Community School

Monitoring subgroups in the red on the CA Dashboard

The purpose of our School Plan for Student Achievement (SPSA) is to align the four goals of our District's Learning Continuity and Attendance Plan, including quality teachers, engagement, professional development, and progress monitoring as its basis. White Rock's goal, in meeting the requirements for Every Student Success Act (ESSA) is to continue to assist all students moving towards proficiency in reading and math as measured by Renaissance assessment, California Assessment of Student Performance and Progress (CAASPP) scores, and other local assessment measures. We have chosen to direct our efforts toward supporting our Tier 1 instruction as well as supporting our evidence-based intervention programs. All students receive What I Need (WIN) Time/Intervention support four or more days a week for at least thirty minutes. All classroom teachers and intervention staff participate in the effort. White Rock Elementary's Academic Coach supports professional development and training in assessments and intervention curricula. White Rock Elementary (WRE) is continuing the further implementation of Professional Learning Communities (PLC) to focus on strengthening our Tier 1 instruction. We will continue our focus on Social Emotional Learning (SEL) to support our students with authentic engagement in the classroom and improve overall attendance. In addition, WRE will begin its third year as a Community School which supports all the previous efforts while enhancing community and family involvement.

## School Vision and Mission

Mission:

The mission White Rock Elementary is to provide a safe and engaging school where we empower diverse students to thrive academically and socially.

Vision:

The vision for White Rock Elementary is to work with all stakeholders to ensure that our learning community is an inclusive and equitable place where all students can thrive. By setting clear and high expectations that are supported by culturally responsive teaching, highly qualified staff, and rich social emotional practices, our students will develop a curiosity for the world around them and a desire to connect with others. They will exit their elementary years ready academically and socially to continue their education.

## School & Community Profile

White Rock Elementary (WRE) is located east of Sacramento along the Highway 50 corridor in the city of Rancho Cordova. WRE has a rich heritage of community pride and neighborhood charm. The campus presents an inviting landscape as it sits on the corner of Evadna and White Rock Road with its well-maintained landscape and clean aesthetic. It is complemented by the beautiful park across the street equipped with tennis and basketball courts, a large play structure, and a water park, making it a hub for our community. Folsom Cordova Unified School District (FCUSD) has a population of approximately 21,780 students and is comprised of twenty-two elementary schools, one charter school, four middle schools, three high schools, and five alternative schools. The communities of Rancho Cordova and Folsom, which comprise FCUSD, are both communities that have characteristics of small towns. The communities have active parent groups, service organizations, and business partners.

WRE operates on a traditional schedule and during the 2024-2025 school year, approximately 380 students were enrolled in grades spanning from Transitional Kindergarten through fifth grade. We share our property with a State and Federally funded preschool program run through FCUSD. WRE has a very diverse population of students with 45% of

students classified as English Language Learners (ELL). Our school has many different cultural groups and languages including Spanish, Farsi, Dari, Pashto, Russian, Armenian, and Ukrainian. Looking at our school's demographics, WRE is comprised of 45% Hispanic/Latino, 17% Asian, 18% White, 6% African American, 3% Hawaiian/Pacific Islander, and 12% more than two races. We use ParentSquare as our primary means of communication with families, which translates school communication into Spanish and Russian. We have an English Language Advisory Committee (ELAC) to support our dual language students and families.

Our teaching staff is made up of thirteen general education teachers, three special education teachers, one Academic Coach, two Intervention Teachers, one physical education teacher, four music teachers, three Spanish speaking paraeducators, one Russian/Armenian speaking paraeducator, seven special education paraeducators and three general education paraeducators. Our administrative team is comprised of one full-time principal and a full-time assistant principal. In addition, as a Community School, we have a Community School Leader and a part-time behaviorist. Our hard-working staff strives to provide an exceptional educational experience. Along with the Federal Preschool, WRE offers a federally funded, free to parents, after school program called, After School Education Safety (ASES). We have over 80 students enrolled in our ASES program. Our support staff is robust with a school psychologist, one licensed mental health specialist, one Speech Language Pathologist (SLP), access to one Occupational Therapist, and a Behaviorist.

Learning extends beyond the core curriculum of reading, math, writing, social studies, and science. Students in grades kindergarten through 5th grade receive weekly art lessons, our fourth and fifth grade students receive music instruction two times a week, and all grades enjoy participating in physical education classes. WRE prides itself on implementing strong social-emotional learning as we are committed to teaching the FCUSD adopted Second Step curriculum, and all classrooms participate in morning meetings. In addition, we are a Positive Behavioral Intervention School (PBIS) where we believe in the explicit teaching of our 3 B's: Be Respectful, Be Responsible, Be Safe, throughout our entire school site and this year White Rock earned the PBIS Silver Implementation Award. We believe that to be impactful educators, we must ensure our students are ready to learn by creating connectedness to their learning environment and the people within it.

We serve our students' academic needs in many ways. Utilizing the PLC approach, teachers meet regularly to review data, plan lessons, group students, determine formative/summative assessments, and identify the essential standards for each grade. Teachers have time during their teaching day and after school to complete this work. In addition, our Intervention Team works cyclically to provide small group instruction in the areas of phonics, reading, writing, and English Language acquisition. Through this approach, we are able to create small groups of students and target instruction for intervention. Intervention not only occurs during our school day but also beyond the bell.

We are a Title I and a Community Eligibility Provision site. We qualify for this because 92% of our students qualify as unduplicated. All our students are welcome to eat breakfast before school, and lunch at midday, and those that stay for our after-school program are provided with supper.

Parents express the desire to understand their children's school experience. WRE uses many of our resources to establish and maintain relationships with our parents through School Site Council (SSC), ELAC, Title I meetings, family events, home visits, informational classes for parents, and offering volunteer opportunities. We tailor our outreach in response to conversations that staff and administration have with parents, as well as insight we receive through our SSC.

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

Throughout the year, White Rock involves our school community, including parents, staff, and students in developing and monitoring our Single Plan for Student Achievement (SPSA). Student achievement data, school-wide goals, interventions, family engagement strategies, Positive Behavioral Interventions and Supports (PBIS), attendance, and suspension data were discussed often. The following groups continue to monitor and have input into the plan throughout the year:

Guiding Coalition  
PBIS and Climate Team

School Site Council (SSC) reviewed and approved the plan on May 20, 2025; monitors throughout the year - 9/9/2024, 10/7/2024, 11/5/2024, 1/21/2025, 5/20/2025  
English Learner Advisory Committee (ELAC) - 9/10/2024, 11/8/2024, 12/13/2024, 1/27/2025, 3/28/2025, 5/23/2025  
District English Language Advisory Committee (DELAC)  
Parent Surveys  
Panorama SEL student surveys  
California Healthy Kids Survey - parents, students, and staff  
Student Council  
Intervention Team  
Every Student by Name (ESBN) meetings at least two times a year  
Staff Meetings  
Parent Teacher Organization (PTO)

In addition, as a Community School, we recognize that working in partnership with non-profit, faith-based, business, and local government partners allows us to support learning outcomes for youth and make our campus a safe and relationship-based place for our students. Our community partners include Shoes that Fit, Alliance League, and The City of Rancho Cordova.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

White Rock is currently out of ATSI. We still had a couple indicators in the red that we are closely monitoring and supporting in various ways. We are closely monitoring our chronically absenteeism rate for our Asian and Hispanic populations as these groups were in the red group. We intend to interfere before we move back into ASI. For ELA, we have a heavy focus and attention on all students and subgroups to ensure that they have equitable access and are making adequate progress. We are also continuing our work on providing professional development for staff, ensuring that our teachers provide excellent instruction to our students.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

White Rock has one overall area in the red - English Language Arts. Overall, our English Language Arts scores declined by 19.3 points. All student groups fell into the red category. There were no student groups in the orange, yellow, green or blue categories.

White Rock has two overall areas overall that are in orange - Suspension Rate and Mathematics. Overall, our suspension rate increased by 1%. For suspension rate, students who were identified as two or more races fell into the red category; students who were identified as Hispanic, socioeconomically disadvantaged, and students with disabilities fell into the orange category; students who were identified as homeless fell into the yellow category; students that were identified as white or Asian fell into the green and blue categories. Overall, our Mathematics scores declined by 14.6 points. For Mathematics, students who were identified as English Learners or Hispanic fell into the red category; students who were identified as socioeconomically disadvantaged, students with disabilities, and white fell into the orange category. There were no student groups in the yellow, green, or blue categories.

White Rock has one overall area in the yellow - Chronic Absenteeism. Overall, our chronic absenteeism rate declined by 3.1%. 24.6% of our students were identified as chronically absent. For chronic absenteeism, students that were identified as Hispanic or Asian were in red category; students that were identified as homeless, socioeconomically disadvantaged, students with disabilities, and two or more races were in the orange; students identified as white were in the yellow category and there were no student groups in the green or blue categories.

White Rock has one overall area in the green - English Learner Progress. Overall, 50% of our English Learner students made progress.

The following is being done to address these performance inequities: We have hired a teacher to reduce class sizes in intermediate grades, we have two intervention teachers to support our designated ELD time and Tier 2/Tier 3 intervention for students struggling in English Language Arts, we provided extra hours for Bilingual Instructional Aides and general educator paraeducators to support push-in classroom support. In addition, our Community School Facilitator and Restorative Specialist work with students in small SEL groups and attendance focus groups.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

ELA - No student groups

Math - No student groups

Chronic Absenteeism - Hispanic and Asian

Suspension - No student groups

To support chronic absenteeism, we utilize our Community School Facilitator to work closely with families to identify needs at home and school. We will continue to have a strong Mental Health team, and effective PBIS and SEL support programs. Teachers will receive ongoing PD on English Language Development and effective engagement strategies. We also have an instructional coach that works with all teachers, supporting PLC work including data analysis.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Due to our current attendance data, our chronic absenteeism rate is under 20% which is a significant improvement. We will continue to implement the actions put in place this year with the Tier 2 and Tier 3 supports of our Community School Facilitator and Restorative Specialist. Approximately 45% of the students at White Rock are English Learners. We have many newcomers and over half of our English Learners are either a 1 or a 2 on the ELPAC. To support our English Learners, we have designated ELD for all grade levels and the intervention team supports with this instruction. We believe that if we are able to provide our English Learners with a rigorous ELD program, their scores will also increase on the CAASPP.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for White Rock Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	6.27%	7.53%	7.26%	26	29	27
Asian	6.99%	8.57%	8.87%	29	33	33
Filipino	%	0%	%	0	0	
Hispanic/Latino	52.53%	52.73%	52.15%	218	203	194
Pacific Islander	4.10%	2.08%	1.61%	17	8	6
White	19.04%	18.44%	17.74%	79	71	66
Multiple/No Response	11.08%	10.65%	12.37%	46	41	46
<b>Total Enrollment</b>				415	385	372

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	72	50	44
Grade 1	59	67	50
Grade 2	76	66	69
Grade3	67	66	69
Grade 4	71	62	66
Grade 5	70	74	63
<b>Total Enrollment</b>	415	385	372

#### Conclusions based on this data:

1. Our enrollment and demographics over the last three years remain fairly consistent, with a slight decline in overall enrollment.
2. Our Hispanic/Latino subgroup continues to be White Rock's most significant subgroup.
3. It is important to note that our Hispanic/Latino population continues to be high, along with students and refugees from Afghanistan and Ukraine. We will continue to ensure that our resources reflect our students' needs. We will continue to support our students and families with multilingual needs by hiring Bilingual Instructional Aides (BIA). We currently have three BIAs, who speak Spanish, one BIA who speaks Farsi and one BIA who speaks Russian.



# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	174	163	157	38.9%	41.9%	42.2%
Fluent English Proficient (FEP)	33	25	27	8.9%	8.0%	7.3%
Reclassified Fluent English Proficient (RFEP)				5.7%		

### Conclusions based on this data:

1. The number of English Learners enrolled at White Rock continues to grow over the years. We will need to continue to support the language needs of our students by providing Integrated English Language Development (ELD) throughout the day as well as support from our Bilingual Instructional Aides.
2. White Rock has a designated English Language Development (ELD) block for each grade level. Intervention teachers support during this time so that all English Learners receive targeted instruction at their language proficiency level.
3. White Rock Elementary continues to see a fair number of students reclassifying as Fluent English Proficient (RFEP).

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	69	67	70	64	67	62	64	67	62	92.8	100.0	88.6
Grade 4	74	61	67	70	56	63	70	56	63	94.6	91.8	94
Grade 5	71	72	64	71	69	59	71	69	59	100.0	95.8	92.2
All Grades	214	200	201	205	192	184	205	192	184	95.8	96.0	91.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2348.	2372.	2357.	3.13	7.46	9.68	14.06	19.40	9.68	23.44	23.88	24.19	59.38	49.25	56.45
Grade 4	2380.	2379.	2368.	8.57	7.14	4.76	11.43	10.71	9.52	11.43	16.07	19.05	68.57	66.07	66.67
Grade 5	2447.	2436.	2414.	9.86	14.49	10.17	18.31	18.84	10.17	21.13	7.25	13.56	50.70	59.42	66.10
All Grades	N/A	N/A	N/A	7.32	9.90	8.15	14.63	16.67	9.78	18.54	15.63	19.02	59.51	57.81	63.04

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.13	10.45	4.84	57.81	50.75	58.06	39.06	38.81	37.10
Grade 4	5.71	8.93	4.76	48.57	48.21	52.38	45.71	42.86	42.86
Grade 5	8.45	14.49	6.78	64.79	47.83	49.15	26.76	37.68	44.07
All Grades	5.85	11.46	5.43	57.07	48.96	53.26	37.07	39.58	41.30

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.13	2.99	4.84	35.94	55.22	51.61	60.94	41.79	43.55
Grade 4	2.86	3.57	4.76	42.86	37.50	26.98	54.29	58.93	68.25
Grade 5	7.04	5.80	8.47	45.07	46.38	35.59	47.89	47.83	55.93
All Grades	4.39	4.17	5.98	41.46	46.88	38.04	54.15	48.96	55.98

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.69	5.97	4.84	70.31	74.63	64.52	25.00	19.40	30.65
Grade 4	7.14	5.36	1.59	67.14	64.29	79.37	25.71	30.36	19.05
Grade 5	9.86	5.80	10.17	69.01	62.32	49.15	21.13	31.88	40.68
All Grades	7.32	5.73	5.43	68.78	67.19	64.67	23.90	27.08	29.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.13	5.97	9.68	51.56	59.70	46.77	45.31	34.33	43.55
Grade 4	7.14	3.57	1.59	55.71	53.57	52.38	37.14	42.86	46.03
Grade 5	7.04	10.14	6.78	60.56	55.07	44.07	32.39	34.78	49.15
All Grades	5.85	6.77	5.98	56.10	56.25	47.83	38.05	36.98	46.20

**Conclusions based on this data:**

1. Out of the 4 ELA domains, Listening consistently has the highest outcomes for our students.
2. 56% of students scored below standard in writing. This will be an area of focus next year and we will be purchasing Mystery Writing to support Tier 1 writing.
3. Literacy will continue to be at the forefront of our minds. We have implemented UFLI at the K-2 level as well as using it for intervention purposes in our upper grades for students who still need support with foundational reading skills.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	69	67	70	69	67	70	69	67	70	100.0	100.0	100
Grade 4	74	61	67	73	61	65	73	61	65	98.6	100.0	97
Grade 5	71	72	64	71	72	64	71	72	64	100.0	100.0	100
All Grades	214	200	201	213	200	199	213	200	199	99.5	100.0	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2379.	2403.	2376.	4.35	7.46	8.57	21.74	29.85	15.71	26.09	22.39	25.71	47.83	40.30	50.00
Grade 4	2365.	2399.	2401.	1.37	1.64	1.54	4.11	16.39	12.31	17.81	22.95	36.92	76.71	59.02	49.23
Grade 5	2425.	2426.	2406.	4.23	5.56	1.56	9.86	13.89	4.69	23.94	16.67	20.31	61.97	63.89	73.44
All Grades	N/A	N/A	N/A	3.29	5.00	4.02	11.74	20.00	11.06	22.54	20.50	27.64	62.44	54.50	57.29

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.80	8.96	10.00	47.83	49.25	32.86	46.38	41.79	57.14
Grade 4	0.00	3.28	0.00	28.77	40.98	47.69	71.23	55.74	52.31
Grade 5	5.63	6.94	1.56	38.03	36.11	40.63	56.34	56.94	57.81
All Grades	3.76	6.50	4.02	38.03	42.00	40.20	58.22	51.50	55.78

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 3</b>	10.14	16.42	10.00	53.62	58.21	51.43	36.23	25.37	38.57
<b>Grade 4</b>	1.37	3.28	1.54	38.36	47.54	61.54	60.27	49.18	36.92
<b>Grade 5</b>	2.82	2.78	1.56	50.70	47.22	45.31	46.48	50.00	53.13
<b>All Grades</b>	4.69	7.50	4.52	47.42	51.00	52.76	47.89	41.50	42.71

**Conclusions based on this data:**

1. Overall in math, our 3rd and 4th grade students are outperforming our 5th graders.
2. Math reasoning is a skill we will continue to develop by utilizing the Building Thinking Classroom routines and procedures.
3. Next year, we plan on working on math during our PLC time to support Tier 1 and Tier 2 math instruction. We will be using the 15-day challenge from Maria Nielson to help guide our PLC work in math.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1421.0	1406.5	1392.5	1438.0	1416.8	1403.6	1381.0	1382.3	1366.9	28	23	34
<b>1</b>	1430.3	1427.8	1405.4	1447.6	1451.2	1420.3	1412.2	1403.8	1390.0	24	29	24
<b>2</b>	1480.6	1436.3	1460.6	1492.8	1441.8	1462.2	1467.8	1430.3	1458.3	29	28	29
<b>3</b>	1475.3	1477.5	1454.1	1478.5	1482.0	1440.9	1471.5	1472.8	1466.8	35	22	33
<b>4</b>	1485.5	1480.8	1492.0	1482.7	1484.1	1499.0	1487.8	1477.1	1484.7	31	30	23
<b>5</b>	1539.5	1513.6	1498.6	1542.4	1512.2	1497.2	1536.1	1514.7	1499.4	31	28	31
<b>All Grades</b>										178	160	174

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	10.71	4.35	8.82	39.29	43.48	14.71	39.29	21.74	50.00	10.71	30.43	26.47	28	23	34
<b>1</b>	0.00	3.45	0.00	33.33	20.69	16.67	45.83	48.28	45.83	20.83	27.59	37.50	24	29	24
<b>2</b>	6.90	0.00	6.90	48.28	39.29	41.38	41.38	25.00	34.48	3.45	35.71	17.24	29	28	29
<b>3</b>	2.86	9.09	9.09	40.00	18.18	24.24	34.29	45.45	15.15	22.86	27.27	51.52	35	22	33
<b>4</b>	3.23	6.67	8.70	38.71	26.67	30.43	35.48	40.00	43.48	22.58	26.67	17.39	31	30	23
<b>5</b>	32.26	17.86	12.90	38.71	35.71	22.58	25.81	21.43	38.71	3.23	25.00	25.81	31	28	31
<b>All Grades</b>	9.55	6.88	8.05	39.89	30.63	24.71	36.52	33.75	37.36	14.04	28.75	29.89	178	160	174

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	25.00	13.04	8.82	28.57	39.13	23.53	35.71	13.04	38.24	10.71	34.78	29.41	28	23	34
<b>1</b>	16.67	20.69	8.33	25.00	34.48	33.33	45.83	27.59	25.00	12.50	17.24	33.33	24	29	24
<b>2</b>	44.83	14.29	31.03	27.59	42.86	34.48	24.14	7.14	20.69	3.45	35.71	13.79	29	28	29
<b>3</b>	31.43	13.64	15.15	37.14	45.45	24.24	17.14	31.82	15.15	14.29	9.09	45.45	35	22	33
<b>4</b>	25.81	26.67	30.43	45.16	43.33	56.52	6.45	13.33	0.00	22.58	16.67	13.04	31	30	23
<b>5</b>	51.61	32.14	22.58	41.94	42.86	48.39	6.45	7.14	6.45	0.00	17.86	22.58	31	28	31
<b>All Grades</b>	33.15	20.63	18.97	34.83	41.25	35.63	21.35	16.25	18.39	10.67	21.88	27.01	178	160	174

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	0.00	5.88	32.14	26.09	17.65	42.86	52.17	50.00	25.00	21.74	26.47	28	23	34
<b>1</b>	0.00	3.45	0.00	12.50	3.45	12.50	50.00	48.28	20.83	37.50	44.83	66.67	24	29	24
<b>2</b>	3.45	0.00	6.90	31.03	28.57	34.48	55.17	21.43	24.14	10.34	50.00	34.48	29	28	29
<b>3</b>	0.00	0.00	6.06	17.14	13.64	12.12	42.86	50.00	27.27	40.00	36.36	54.55	35	22	33
<b>4</b>	0.00	3.33	8.70	12.90	13.33	8.70	58.06	20.00	34.78	29.03	63.33	47.83	31	30	23
<b>5</b>	16.13	10.71	0.00	29.03	10.71	16.13	38.71	42.86	45.16	16.13	35.71	38.71	31	28	31
<b>All Grades</b>	3.37	3.13	4.60	22.47	15.63	17.24	47.75	38.13	34.48	26.40	43.13	43.68	178	160	174

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	39.29	13.04	5.88	57.14	65.22	73.53	3.57	21.74	20.59	28	23	34
<b>1</b>	33.33	41.38	25.00	58.33	55.17	45.83	8.33	3.45	29.17	24	29	24
<b>2</b>	34.48	17.86	44.83	58.62	53.57	41.38	6.90	28.57	13.79	29	28	29
<b>3</b>	31.43	13.64	12.12	51.43	50.00	54.55	17.14	36.36	33.33	35	22	33
<b>4</b>	35.48	13.33	39.13	38.71	60.00	52.17	25.81	26.67	8.70	31	30	23
<b>5</b>	19.35	25.00	12.90	74.19	53.57	64.52	6.45	21.43	22.58	31	28	31
<b>All Grades</b>	32.02	21.25	21.84	56.18	56.25	56.32	11.80	22.50	21.84	178	160	174

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	17.86	4.35	5.88	60.71	56.52	58.82	21.43	39.13	35.29	28	23	34
<b>1</b>	8.33	10.34	4.17	62.50	68.97	62.50	29.17	20.69	33.33	24	29	24
<b>2</b>	44.83	35.71	24.14	51.72	32.14	58.62	3.45	32.14	17.24	29	28	29
<b>3</b>	48.57	40.91	33.33	31.43	45.45	15.15	20.00	13.64	51.52	35	22	33
<b>4</b>	16.13	43.33	34.78	61.29	40.00	52.17	22.58	16.67	13.04	31	30	23
<b>5</b>	74.19	50.00	51.61	22.58	35.71	22.58	3.23	14.29	25.81	31	28	31
<b>All Grades</b>	36.52	31.25	25.86	47.19	46.25	43.68	16.29	22.50	30.46	178	160	174

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	0.00	0.00	78.57	82.61	76.47	21.43	17.39	23.53	28	23	34
<b>1</b>	4.17	6.90	12.50	58.33	34.48	16.67	37.50	58.62	70.83	24	29	24
<b>2</b>	10.34	10.71	3.45	55.17	46.43	55.17	34.48	42.86	41.38	29	28	29
<b>3</b>	0.00	4.55	3.03	45.71	40.91	42.42	54.29	54.55	54.55	35	22	33
<b>4</b>	0.00	3.33	0.00	51.61	40.00	43.48	48.39	56.67	56.52	31	30	23
<b>5</b>	22.58	3.57	0.00	58.06	53.57	48.39	19.35	42.86	51.61	31	28	31
<b>All Grades</b>	6.18	5.00	2.87	57.30	48.75	48.85	36.52	46.25	48.28	178	160	174

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	21.43	30.43	23.53	35.71	52.17	44.12	42.86	17.39	32.35	28	23	34
<b>1</b>	0.00	0.00	0.00	70.83	55.17	41.67	29.17	44.83	58.33	24	29	24
<b>2</b>	10.34	0.00	13.79	86.21	57.14	62.07	3.45	42.86	24.14	29	28	29
<b>3</b>	2.86	4.55	9.09	82.86	86.36	45.45	14.29	9.09	45.45	35	22	33
<b>4</b>	6.45	3.33	8.70	58.06	56.67	69.57	35.48	40.00	21.74	31	30	23
<b>5</b>	22.58	17.86	6.45	67.74	53.57	54.84	9.68	28.57	38.71	31	28	31
<b>All Grades</b>	10.67	8.75	10.92	67.42	59.38	52.30	21.91	31.88	36.78	178	160	174

**Conclusions based on this data:**

1. In 2023-2024, we saw an increase of students in grades K, 2, 3 and 4 score Level 4 on the ELPAC.
2. Of the four domains, students at White Rock scored the lowest in the Reading domain. We need to have reading as a focus area of our core instruction and our ELD instruction.
3. Generally, the number of English Learners at White Rock has stayed fairly consistent.



# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
372	91.9%	42.2%	0.3%
Total Number of Students enrolled in White Rock Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	157	42.2%
Foster Youth	1	0.3%
Homeless	33	8.9%
Socioeconomically Disadvantaged	342	91.9%
Students with Disabilities	49	13.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	7.3%
American Indian	0	0.0%
Asian	33	8.9%
Filipino	0	0.0%
Hispanic	194	52.2%
Two or More Races	46	12.4%
Pacific Islander	6	1.6%
White	66	17.7%

### Conclusions based on this data:

1. White Rock has a growing number of students that have recently immigrated from Afghanistan.

2. 52.% of our population identifies as Hispanic. Our Hispanic students make up our largest race/ethnicity group.
3. The student population who has been identified as socio-economic disadvantaged is increasing and is our largest subgroup at White Rock.

# School and Student Performance Data

## Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Red	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Green		

#### Conclusions based on this data:

1. White Rock' suspension rate previously increased by 1% but we have worked diligently to decrease the number of suspensions this year.
2. Our Chronic Absenteeism rate dropped by 3.1%. We have worked diligently to continue to decrease our chronic absenteeism rate this year and have made good progress in this area.

3. CAASPP data indicates our greatest area of need is English Language Arts. This year, our What I Need (WIN)/Intervention time is focused on providing Tier 2 and Tier 3 reading support. Designated ELD is also additional time that supports English Language Arts.

# School and Student Performance Data

## Academic Performance English Language Arts

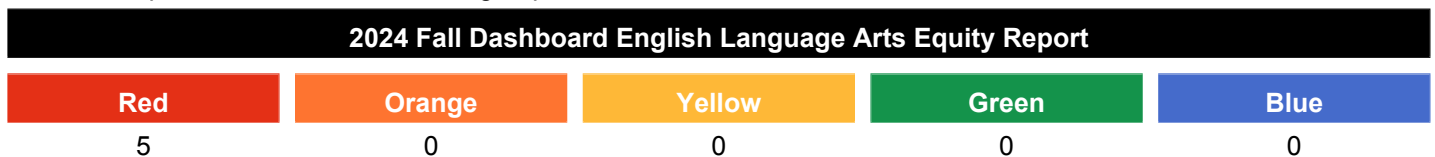
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Red</p> <p>88.6 points below standard</p> <p>Declined 19.3 points</p> <p>181 Students</p>	<p><b>English Learners</b></p> <p> Red</p> <p>119.6 points below standard</p> <p>Declined 29.5 points</p> <p>78 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>99.8 points below standard</p> <p>Increased 38.0 points</p> <p>24 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Red</p> <p>89.8 points below standard</p> <p>Declined 18.4 points</p> <p>172 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>125.5 points below standard</p> <p>Declined 4.8 points</p> <p>34 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>117.1 points below standard</p> <p>11 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>53.5 points below standard</p> <p>Increased 23.2 points</p> <p>15 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>103.9 points below standard</p> <p>Declined 26.4 points</p> <p>104 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>70.4 points below standard</p> <p>Declined 20.0 points</p> <p>18 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>White</b></p>  <p>Red</p> <p>70.2 points below standard</p> <p>Declined 20.7 points</p> <p>32 Students</p>

**Conclusions based on this data:**

1. All our subgroups scored in the red on the English Language Arts portion of the CAASPP test. This is the greatest area of need at White Rock.
2. Students identified as English Learned showed the greatest decline in English Language Arts of all our subgroups. We are hopeful that our daily designated ELD time and the ELD professional development provided to teachers will help increase our English Learners' academic achievement in English Language Arts.
3. Our Asian and Homeless students saw gains in their CAASPP test scores in English Language Arts.

# School and Student Performance Data

## Academic Performance Mathematics

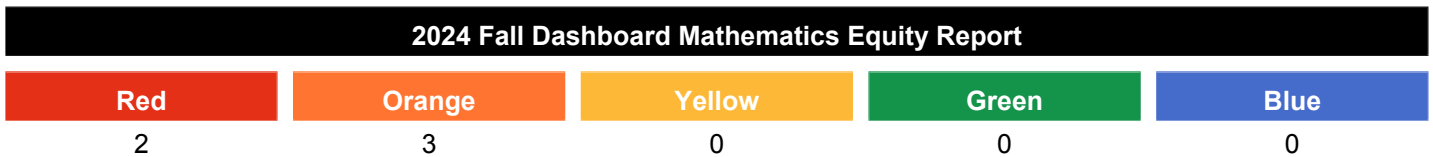
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>82.1 points below standard</p> <p>Declined 14.6 points</p> <p>187 Students</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>107.0 points below standard</p> <p>Declined 19.8 points</p> <p>84 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>111.8 points below standard</p> <p>Increased 14.1 points</p> <p>26 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>84.0 points below standard</p> <p>Declined 14.6 points</p> <p>177 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>115.1 points below standard</p> <p>Increased 3.0 points</p> <p>34 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>126.1 points below standard</p> <p>11 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>67.7 points below standard</p> <p>Increased 12.5 points</p> <p>15 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>96.3 points below standard</p> <p>Declined 20.2 points</p> <p>108 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>48.9 points below standard</p> <p>Increased 18.9 points</p> <p>19 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>57.1 points below standard</p> <p>Declined 21.7 points</p> <p>33 Students</p>

**Conclusions based on this data:**

1. The following subgroups saw the greatest improvement in their CAASPP Math scores: Homeless, Two or More Races, Asian and Students with Disabilities. It is positive that four subgroups saw growth on the CAASPP Math test.
2. Our English Learners and Hispanic students are in the red on their CAASPP Math scores. Students in these subgroups are a focus for us this year and we have worked diligently to increase their academic achievement.
3. Our students identified as white had the greatest decline in CAASPP Math scores.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Green 50% making progress. Number Students: 116 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 19%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 31%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 50%

### Conclusions based on this data:

- 50% of English Learners progressed at least one ELPI level. This is great progress.
- 19% of English Learners decreased one ELPI level. We need to work diligently to help all students make growth on the ELPAC and work towards reclassification.
- 116 White Rock student made progress on the ELPAC.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<b>All Students</b>  Yellow 24.6% Chronically Absent Declined 3.1 403 Students	<b>English Learners</b>  Yellow 14.4% Chronically Absent Declined 0.5 180 Students	<b>Long-Term English Learners</b>  No Performance Color 0 Students
<b>Foster Youth</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	<b>Homeless</b>  Orange 37.3% Chronically Absent Declined 3.4 51 Students	<b>Socioeconomically Disadvantaged</b>  Orange 25.4% Chronically Absent Declined 2.7 370 Students

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>26.8% Chronically Absent</p> <p>Declined 10.6</p> <p>71 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>44.8% Chronically Absent</p> <p>Declined 15.8</p> <p>29 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Red</p> <p>30.6% Chronically Absent</p> <p>Increased 12.6</p> <p>36 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>20.9% Chronically Absent</p> <p>Maintained 0</p> <p>201 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>30.9% Chronically Absent</p> <p>Declined 9.9</p> <p>55 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>17.1% Chronically Absent</p> <p>Declined 8.5</p> <p>76 Students</p>

**Conclusions based on this data:**

1. Overall, our chronic absenteeism rate dropped 3.1%. Our school data shows that we were able to drop our chronic absenteeism rate even lower this year.
2. All subgroups showed a decline in chronic absenteeism except for our Hispanic students which maintained their chronic absenteeism rate and our Asian students which increased their chronic absenteeism rate.
3. Our Community School program will continue to help remove barriers for students who are housing insecure and socioeconomically disadvantaged through offering appropriate supports and education on school attendance.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

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

# School and Student Performance Data

## Conditions & Climate Suspension Rate

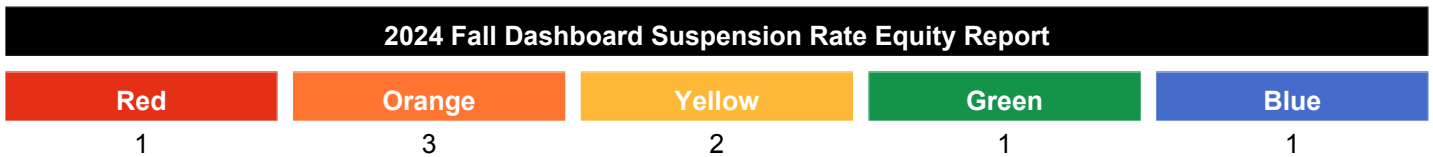
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>4.1% suspended at least one day</p> <p>Increased 1%</p> <p>416 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>1.6% suspended at least one day</p> <p>Maintained 0%</p> <p>186 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>Yellow</p> <p>5.8% suspended at least one day</p> <p>Declined 2.4%</p> <p>52 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>3.7% suspended at least one day</p> <p>Increased 0.3%</p> <p>377 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>6.9% suspended at least one day</p> <p>Declined 1.8%</p> <p>72 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>3.4% suspended at least one day</p> <p>Increased 0.5%</p> <p>29 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>36 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Increased 1.7%</p> <p>209 Students</p>
<p><b>Two or More Races</b></p>  <p>Red</p> <p>7% suspended at least one day</p> <p>Increased 1.8%</p> <p>57 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>2.6% suspended at least one day</p> <p>Declined 1.1%</p> <p>78 Students</p>

**Conclusions based on this data:**

- Overall, our school suspension data has increased by 1%. We have worked diligently to decrease our suspension data this year.
- Our School Social Worker supports students within the classroom and on the playground. In addition, he connects students to mental health services beyond the bell when appropriate. Through our Community School funding we have hired a part time general education behaviorist and a Restorative Specialist. In addition, we have a full time Sacramento County Office of Education (SCOE) MHS who offers clinical services on site for students. Our Community School Leader provides group interventions based off of identified areas of need from SWIS data. We also offer the Special Friends program for a select number of students.
- About half our subgroups saw a decrease in suspension rates and about half our subgroups saw an increase in suspension rates.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### LCAP Goal 1- Student Progress Monitoring

All students at White Rock will be monitored for success using assessment results. Intervention will be provided to students not making academic progress.

1. Implement an effective instructional delivery model, instructional strategies, resources, and classroom routines to support all students toward meeting academic goals. This includes the implementation of textbook and curriculum materials aligned to essential standards.
2. Provide intervention opportunities for students performing below grade level expectations in reading, including ELD instruction.
3. Provide learning opportunities for students to meet our District's Overall Literacy Metric: Third grade students reading at grade level.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)

- 1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations
- 1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.
- 1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.
- 1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- 1.01 - Grade level PLC support.
- 1.02 - Intervention support for our students targeted on improving reading achievement.
- 1.03 - ELD instruction for our English Learners and Professional Development for our teachers to increase our English Learners academic achievement.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	2024 CAASPP results	Increase by 5%
Renaissance Diagnostic in ELA and Math administered 3 times a year for grades K-5	Fall 2024 Diagnostic results	Increase by 5% from the beginning of the year to the end of the year
ELPAC	ELPAC 2024 results	Increase by 5%
DIBELS	Beginning of the Year DIBELS Assessment	Increase by 5%

Attendance	End of Year 2023 Attendance Rates	Increase to 95%
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## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Instructional coaches play a crucial role in ensuring reading success by providing targeted support and expertise to teachers, which directly impacts student outcomes.	This strategy will support all students - with a targeted focus on students who are systemically not showing academic achievement. (All subgroups were identified as needing reading support)	89,499 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach 27,861 Title I 3000-3999: Employee Benefits Employee benefits for Instructional Coach 10,221 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional coach 3009 LCFF - Supplemental 3000-3999: Employee Benefits Employee benefits for Instructional Coach
1.2	Intervention teachers support students who need targeted interventions in reading and ELD.	This strategy will support all students - with a targeted focus on students who are systematically not showing academic achievement. (All subgroups were identified as needing reading support)	67,828 Title I 1000-1999: Certificated Personnel Salaries Intervention Teacher #1 K-5th grade 22,212 Title I 3000-3999: Employee Benefits Benefits Intervention teacher #1 16,597 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention Teacher #1 K-5th grade 6,035 LCFF - Supplemental 3000-3999: Employee Benefits Benefits Intervention teacher #1 101,596 Learning Recovery 1000-1999: Certificated Personnel Salaries

			Intervention teacher #2 K-5th grades 32038 Learning Recovery 3000-3999: Employee Benefits Benefits Intervention teacher #2
1.3	Certificated subs and extra duty to provide certificated staff opportunities to collaborate and/or attend PD to improve student achievement. This includes ESN/Academic Conferencing, Grade Level Collaboration, SSTs, Translated Parent/Teacher Conferences, etc.	This strategy will support all students - with a targeted focus on students who are systematically not showing academic achievement.	5,384 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute salaries to cover teachers to attend PD, SST, ECBN to support academic achievement 2,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Funding for Certificated Staff to attend PD/Collaborative meetings after contract hours 1,278 LCFF - Supplemental 3000-3999: Employee Benefits Certificated benefits
1.4	Bilingual Aids support our students with academic needs in reading and ELD. They support and communicate with our families to ensure their full participation in their students' education.	This strategy will support all students, especially students who are English Learners.	87,167 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Fund BIAs to support student, especially English Learners, during instruction and translate parent meetings so that parents can fully participate in these meetings. 38,905 LCFF - Supplemental 3000-3999: Employee Benefits BIA benefits
1.5	Our Bilingual Instructional Aides provide translations outside of their duty day. We also provide professional development for our SDC paras and our yard duty staff. Funding will provide for extra duty hours for classified staff. We also need extra duty for office staff at extra busy times of our school year, such as the beginning of the year.	This strategy will support all students - with a targeted focus on students who may need extra support or are English Learners.	2,000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Funding for classified staff to be trained in best academic practices, funding for BIAs to provide extra translations, and funding for extra duty for office staff when we need extra help. 739 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for classified staff

1.6	Based on data, there are instructional program needs to reduce class sizes. Many of the students going into 5th grade are not reading at a 3rd grade level; 48% of students going into 5th grade are English Learners and 1/3 of all students are ELPAC level 1. Class size reduction helps our school support smaller groups of students so we can increase target academic, socio-emotional and attendance needs.	Intermediate students especially students who have been identified as reading below grade level or are English Learners.	60,583 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intermediate teacher to lower class size 14,374 LCFF - Supplemental 3000-3999: Employee Benefits Intermediate teacher benefits
1.7	Class size reduction helps our school support smaller groups of students so that we can increase academic, socio-emotional, and attendance needs.	Primary students, especially students who have been identified as reading below grade level or are English Learners.	98,068 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Primary teacher to lower class size 37,576 LCFF - Supplemental 3000-3999: Employee Benefits Primary teacher benefits
1.8	Funding for supplies, activities, and materials, to support quality first instruction in early literacy, math, ELD, science and our Special Education classrooms. This includes field trips with hands-on activities to support student learning.	This strategy will support all students with basic supplies as well as other materials and activities to support learning.	5,645 LCFF - Supplemental 4000-4999: Books And Supplies Supplies and materials to support best teaching practices 2000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Assemblies and field trips to support student learning and engagement

## Annual Review

**SPSA Year Reviewed: 2024-25**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Our instructional coach and grade level team have supported our PLC implementation at White Rock. These supports have helped increase our staff's understanding of the PLC process, how to collect data, and plan for interventions. Our PD opportunities, such as the 15-day challenge, have also supported our PLC work. In addition, our focus on English Learners and providing excellent ELD professional development, will help grow the language skills of our students.

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

There was a bit of a transition period this year as the principal and office staff were new to White Rock this 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 continue to focus on student engagement and addressing our practices for teaching our students learning English. We will refine our implementation of UFLI, especially in grades K-2, to provide strategic, targeted instruction and intervention. Small group instruction will also support student learning. We now have staff members fully training and implementing Building Thinking Classrooms, which increased rigor and student engagement.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### LCAP Goal 2 - Family & Student Engagement

White Rock will increase parent and student engagement and provide a safe, healthy, and positive learning environment.

2.1 Increase student attendance rate to 95%.

2.2 Fully investigate all allegations of bullying in a timely manner: teach social skills: teach emotional regulation: and provide opportunities for social support and counseling.

2.3 Provide behavioral supports and other means to a suspension through SEL, trauma informed teaching, and restorative practices to reduce our suspension rate and keep our students in school and learning.

2.3 Offer clinical counseling services on site through the Sacramento County Office of Education (SCOE).

2.3 Continue to refine and improve our PBIS Tier 1 and Tier 2 programs.

2.3 Through our Community School Grant, fund Community School Facilitator, a Restorative Specialist, and a half-time Behaviorist to address attendance and student behavior in a systematic and child centered manner, as well as provide supports to parents.

2.4 Provide innovative ways to bring families to campus (refreshments, translation services, etc., during family events) to facilitate family input and provide effective communication with the school community.

2.5 Continue to foster a relationship with our community partners: the City of Rancho Cordova, Kiwanis, Blessings in a Backpack, Bev's Angel Project, Freedom Schools, the Food Locker, and Shoes that Fit.

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

2.6 Effectively communicate with stakeholders often and in many modalities, including ParentSquare.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5, and 6)

2.01 - Increase student attendance rates and reduce chronic absenteeism.

2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.

2.03 - Reduce student suspensions, expulsion rates, and bullying incidents.

2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.

2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

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

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

2.3 Provide support for families through our Community School Facilitator, School Social Worker, Restorative Specialist, Behaviorist or SCOE Clinician to address allegations of bullying for both the victim and the offender.

2.4 Parent Coordinator, with the support of the Administration, will send home a weekly newsletter via ParentSquare and maintain the school website.

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

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Our Attendance rate for 2023-24 was 92.6%	95%
Suspension Rate	Our Suspension rate for 2023-24 was 4.1%	2.5%
Community Partnership Events - led by Community School Facilitator	No previous events	2 events
WRE will grow a strong Coordination of Services Team (COST) to identify student needs and implement supports	COST team implemented	Fully functioning team with routines, documentation systems, and evidence of student successes

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Assistant Principal supports coaching for teachers and classified staff on academic and behavioral supports. The Assistant Principal also supports with our attendance, SEL and PBIS initiatives to support student success.	This strategy will support all students, especially students who are chronically absent or need extra support with SEL/behavioral challenges.	135003 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal works closely with families, staff and students regarding attendance/behavior/SEL/mental health 35367 LCFF - Supplemental 3000-3999: Employee Benefits Employee benefits- Assistant Principal
2.2	We have an Elementary School Clerk who supports our attendance needs at our school. She builds relationships with our families and staff to see the best ways to encourage students to be at school every day. Our School Clerk supports our SART and SARB process to increase students' attendance at school.	This strategy will support all students and families, especially those students who are identified as chronically absent.	10702 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Classified salary for additional clerk time 4,598 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits-classified staff
2.3	Our health assistant supports our students when they come in to take medication, get hurt during recess, or are not feeling well at school. Our health assistant builds relationships with families and supports them with their medical needs. Our health assistant also supports the students in our Special Education classes on site.	All students and parents especially students who qualify as socio-economically disadvantaged.	10,702 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Fund additional hours for Health Assistant 4,168 LCFF - Supplemental

			3000-3999: Employee Benefits Employee Benefits
<b>2.4</b>	Our parent coordinator supports our families and students with school events, assists volunteers on our campus and helps organize other family events for our students and families.	All students and parents especially students who qualify as socio-economically disadvantaged.	9,680 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator to enhance school to home communication and school programs 3,714 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits- Parent Coordinator
<b>2.5</b>	Certificated subs and extra duty to provide certificated staff opportunities to collaborate and/or attend PD to improve student achievement. This includes ESNB/Academic Conferencing, Grade Level Collaboration, SSTs, Translated Parent/Teacher Conferences, etc.	This strategy will support all students - with a targeted focus on students who are systematically not showing academic achievement.	3000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute salaries for collaboration on ESNB, SST and staff attendance at PD/Conferences supporting SEL/Behavior/PBIS 700 LCFF - Supplemental 3000-3999: Employee Benefits Certificated benefits
<b>2.6</b>	The Special Friends program is a socio-emotional support for many of our students. It is well championed by families, staff and students.	All students and parents especially students who qualify as socio-economically disadvantaged.	4,500 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Special Friends Program
<b>2.7</b>	Provide classified staff additional hours to attend PD/collaboration that supports a positive school climate and student engagement, provide extra support for students, families, and clerical that enhances attendance, family engagement, or interventions (academic or SEL)	All students and parents especially students who qualify as socio-economically disadvantaged.	2,000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Classified salaries 739 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for employees-classified
<b>2.8</b>	Support culturally and linguistically responsive classrooms with funding for supplies and materials, including equipment/technology to support PBIS, SEL, family-community engagement and SEL interventions.	All students and parents especially students who qualify as socio-economically disadvantaged.	10,000 LCFF - Supplemental 4000-4999: Books And Supplies materials and supplies to support students and staff to implement PBIS, family-community engagement, and interventions.
<b>2.9</b>	Provide refreshments/meals for staff during in-services, meetings, PD; Provide refreshments during parent meetings like ELAC, Coffee with the Principal, etc.	All staff and parents who attend meetings	2500 LCFF - Supplemental 4000-4999: Books And Supplies

			Provide refreshments during staff meetings and parent meetings
<b>2.10</b>	Employ a Community School Facilitator to oversee the implementation of WRE's Community School Grant, supports our attendance initiatives and services that enhance parent and student engagement.	All students and parents especially students who qualify as socio-economically disadvantaged.	83,361 California Community Schools 1000-1999: Certificated Personnel Salaries Community School Facilitator Salary 48,742 California Community Schools 3000-3999: Employee Benefits Community School Facilitator benefits
<b>2.11</b>	Our part-time Behavior Specialist consults with staff and provides PBIS Behavior Plans for students who are struggling to engage in schoolwork and classroom activities. The behaviorist will provide Tier 2 and 3 behavior support strategies.	All students and parents especially students who qualify as socio-economically disadvantaged.	51,698 California Community Schools 2000-2999: Classified Personnel Salaries Behavior Specialist salary 28,076 California Community Schools 3000-3999: Employee Benefits Behavior Specialist benefits
<b>2.12</b>	Our restorative specialist supports students all day. She works closely with our Community School Liaison, and they complete many home visits. We would like to increase her hours, so she is on campus for the length of the school day.	All students and parents especially students who qualify as socio-economically disadvantaged.	22,158 California Community Schools 2000-2999: Classified Personnel Salaries Restorative Specialist Salary 9,717 California Community Schools 3000-3999: Employee Benefits Restorative Specialist benefits 22,158 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Restorative Specialist salary 9,717 LCFF - Supplemental 3000-3999: Employee Benefits Restorative Specialist benefits
<b>2.13</b>	Mileage for our Student Support Specialist and Restorative Specialist to conduct home visits and provide transportation to families in need of access to resources.	All students and parents especially students who qualify as socio-economically disadvantaged.	350 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Mileage
<b>2.14</b>	Yard Supervisors support students' socio-emotional regulation and help to maintain a safe school.	All students and parents especially students who	15968 LCFF - Supplemental

		qualify as socio-economically disadvantaged.	2000-2999: Classified Personnel Salaries Yard Supervisor salary 7725 LCFF - Supplemental 3000-3999: Employee Benefits Yard Staff benefits
<b>2.15</b>	PC Care	Access to PC Care for families	6000 California Community Schools 5800: Professional/Consulting Services And Operating Expenditures PC Care support for families
<b>2.16</b>	Provide Bilingual Instructional Aides to support our growing community of immigrants and refugees who are new to the country and the American education system.	All students and parents especially students who qualify as socio-economically disadvantaged and/or English Learners.	13,328 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA salary 4,201 LCFF - Supplemental 3000-3999: Employee Benefits BIA benefits
<b>2.17</b>	Conferences and trainings to support PBIS, SEL and/or student engagement	All students and parents especially students who qualify as socio-economically disadvantaged.	5000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures training/conference fees 6,535 California Community Schools 5000-5999: Services And Other Operating Expenditures Conference/training fees
<b>2.18</b>	Student assemblies, SEL, STEAM, Parent Engagement and in-person & virtual field trips that support school culture and climate.	All students and parents especially students who qualify as socio-economically disadvantaged.	4000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Assemblies and Guest Speakers
<b>2.19</b>	Funding for postage	All students and parents especially students who qualify as socio-economically disadvantaged.	300 LCFF - Supplemental 5900: Communications postage
<b>2.20</b>	Employee mileage	Staff	150 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures milage

## Annual Review

## SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

WRE remained dedicated to continuing our work in providing strong SEL programs that support a positive school climate. Our focus was on building connections and relationships with students and families. We build out a master schedule intentionally to support morning meetings and closing circles.. We continued to implement the ZOR program throughout our school site making it common language for all staff and students to use in a reflective and proactive approach to regulation. Teachers received ongoing PD and practice with Responsive Classroom techniques in an effort to maintain school expectations and safety. Along with these programs, as a site, were dedicated to teaching Steps to respect with fidelity. Our PBIS team provided monthly skill builders around our 3 B's, Be Respectful, Be Responsible, and Be Safe. In addition, we celebrated students who were following the 3B's in our Friday Shout Outs.

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

We had small gains in our overall attendance rate from the last year. However, our chronic absenteeism rate did substantially improve from the previous school 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 are continuing our work with our Community School grant. Our Community School Facilitator, Restorative Specialist and part-time behaviorist do a great deal to support our students, staff and families. This year, we will be multi-funding our Restorative specialist and will be paying for half of this position out of our Site Supplemental funding.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **LCAP Goal 3: High quality instruction with access to broad course of study**

All students at White Rock will receive high quality classroom instruction and access to a broad course of study.

3.1 WRE will provide staff (teachers and para educators) with opportunities for PD to optimize classroom instruction and practices.

3.2 We will optimize our PLT work during Common Planning Time to improve student learning through collaboration.

3.3 Provide teachers time during the workday and after school for Student Study Team Meetings, Every Student by Name, Academic Conferencing, grade level collaboration of units of study, and training.

3.4 PD will be provided on how to support effective Integrated and Designated ELD.

3.5 Classrooms will have Bilingual Para Educators assigned to their classrooms on a daily basis to support students who are multilingual learners.

3.6 WRE will continue to expand opportunities in STEM education through the use of the adopted science curriculum TCI and Mystery Science. We will also partner with Science Alliance to provide classroom STEM learning opportunities.

3.7 Fund academic field trips that provide experiences with STEM.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)

3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.

3.02 - Provide professional development opportunities in quality first instruction.

3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.

3.04 - Provide access to A-G, CTE, IB, AP, and STEM courses to ensure students are college and career ready

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

3.1 Increase teacher efficacy through collaboration and PD in literacy, math, writing, science, ELD and SEL that supports inclusive and culturally responsive first instruction to ensure all students learn and grow.

3.1 Embed FCUSD's and WRE's PD needs systematically into our CPT while maintaining time for collaboration.

3.3 Continuous improvement to support our English Learners with designated and integrated ELD.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All general education teachers will understand and work collaboratively using the 4 questions of PLC work to provide, monitor and intervene on student learning.	Grade levels are all engaged in this work but are at different levels of implementation.	All grade level teams are fully implementing the PLC process.
General education teachers will receive PD and coaching on EL instructional strategies.	All teachers participated in two ELD trainings during staff meetings in 2024-2025. In addition, 7 teachers received small group training and coaching in Designated ELD instruction.	We will continue to provide designated ELD training and coaching to our teaching staff until all staff are fully trained.
Provide STEM interactive programs and field trips schoolwide.	15/15 classes participated in science lessons, 6/7 grade levels participated in at least one science-based field trip, 0 Science Night	15/15 classes participated in lessons, all grade levels participated in at least one science-based field trip, 1 Science Night
All grade level PLTs will work together to teach a guaranteed and viable curriculum in math and ELA where students' progress is monitored and supported through the 15-Day Challenge model.	5/6 PLTs effectively utilize the 15-Day Challenge process	All PLTs effectively utilize the 15-Day Challenge process across the ELA and Math curriculum

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Instructional coaches play a crucial role in ensuring reading success by providing targeted support and expertise to teachers, which directly impacts student outcomes.	This strategy will support all students - with a targeted focus on students who may need extra support or are English Learners.	10,220 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach salary 3,008 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits - Instructional Coach
3.2	Support culturally and linguistically responsive classrooms with funding for supplies and materials, including equipment/technology to support PBIS, SEL, family-community engagement and SEL interventions.	This strategy will support all students - with a targeted focus on students who may need extra support or are English Learners.	4000 LCFF - Supplemental 4000-4999: Books And Supplies Supplies and materials
3.3	Certificated subs to provide certificated staff opportunities to collaborate and/or attend PD to improve student achievement. This includes ESN/Academic Conferencing, Grade Level Collaboration, SSTs, Translated Parent/Teacher Conferences, etc.	This strategy will support all students - with a targeted focus on students who may need extra support or are English Learners.	5000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute teacher funding to allow teachers to attend PD/training 1,259 LCFF - Supplemental 3000-3999: Employee Benefits

			Certificated benefits
<b>3.4</b>	Provide Bilingual Instructional Aides to support our growing community of immigrants and refugees who are new to the country and the American education system.	This strategy will support all students - with a targeted focus on students and their families who may need extra support or are English Learners.	13,327 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA salaries 4,201 LCFF - Supplemental 3000-3999: Employee Benefits BIA benefits
<b>3.5</b>	Conferences and Professional Development for certificated staff to support quality first instruction, SEL, and English Learners. We will continue providing ELD Professional Development to our staff as well as other opportunities to increase our SEL and PBIS efforts.	This strategy will support all students - with a targeted focus on students who may need extra support or are English Learners.	8,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Conference and Professional Development opportunities 15,000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures PD to support ELD, PBIS, SEL, and Tier 1 instruction
<b>3.6</b>	Access to academic field trips and interactive programs (on school site) that support our core programs.	This strategy will support all students - with a targeted focus on students who may need extra support or are English Learners.	8,000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Funding field trips, in person, interactive on site, which support our core programs especially STEM, SEL and EL. 6000 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Transportation for field trips
<b>3.7</b>	Access to professional development resources, such as books (other than textbooks); Additional books for our school library	This strategy will support all students - with a targeted focus on students who may need extra support or are English Learners.	4000 LCFF - Supplemental 4000-4999: Books And Supplies PD Books, other than textbooks

## Annual Review

## SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Staff participated in several training ELD trainings. In addition, we were able to provide 7 teachers with professional development and coaching in Designated ELD instruction.

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

This year, we began using our VAPA dollars to pay for a part time art teachers. The teachers will release teachers so that they have more time during the school day to work on the PLC process, analyze data, and plan best supports for students. Our instructional coach supported this work by attending all their meetings and guiding their PLC work. We also implemented a designated ELD time into our master schedule to ensure that all our English Learners students receive instructional at their linguistic level. This work will ensure that they learn English so that they can fully access core instruction.

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

We will continue our ELD professional development and coaching to continue the growth of our English Learner's academic and linguistic skills. We will also continue to fund Bilingual Instructional Aides at White Rock to support our English Learners and their families.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**All students at White Rock will receive instruction from highly qualified teachers and have access to curriculum which promotes college and career readiness.**

4.1 FCUSD ensures that all teachers have a valid California credential. The school site and district offer professional development for teachers to support the adopted curriculum and SEL. In 2019, FCUSD started its own new teacher induction program for beginning teachers. Mentors from our district provide support and coaching to new teachers.

4.2 The WRE head custodian and principal will conduct a monthly facility inspection and report for the district. All needed repairs are logged as work orders on this report. The head custodian tracks work orders cumulatively on this report.

4.3 At WRE we use District approved curriculum, such as Benchmark, UFLI, enVison 2020, TCI, and Amplify. In addition, we utilize Renaissance, a computerized program to monitor student progress in ELA/Math which helps teachers provide target instruction. In addition, we use programs that support students' social emotional needs such as Responsive Classroom, Tiered PBIS, and the district adopted Second Step.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)

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

4.02 - Maintain schools in good repair.

4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

4.1 Support first- and second-year teachers, plus teachers who are new to WRE.

4.2 Continue to complete monthly facility inspections.

4.3 Access to computer programs for progress monitoring as well as supporting the instructional needs of students.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide Certificated Substitute teachers to cover classrooms to allow new teachers to attend trainings and access academic coaching. In addition, provide all teaching staff release time for opportunities to collaborate on best practices for specific student need.	This strategy will support all students, especially those who qualify as socio-economically disadvantaged	2000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Fund substitute teachers to cover classes for collaboration, trainings and coaching 600 LCFF - Supplemental 3000-3999: Employee Benefits Certificated benefits
4.2	Provide educators with supplies, materials and resources that ensure classroom instruction is being presented linguistically and culturally responsive to meet the social, physical, cultural and emotional well-being of all students. Including funds to support safety across the campus especially regarding communication devices for yard staff, lead teachers, paraeducators, office staff, MHS, and custodial staff.	This strategy will support all students, especially those who qualify as socio-economically disadvantaged	10,000 LCFF - Supplemental 4000-4999: Books And Supplies Materials/devices for learning and school safety
4.3	We will purchase any technology needs to support the Tier 1, Tier 2 and Tier 3 academic needs in the classroom	This strategy will support all students, especially those who qualify as socio-economically disadvantaged	2,000 LCFF - Supplemental 4000-4999: Books And Supplies Technology to support instruction
4.4	We will purchase software and licensing to support our Tier 1, Tier 2 and Tier 3 academic needs for whole group and small group instruction.	This strategy will support all students, especially those who qualify as socio-economically disadvantaged	4,000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Student licenses for software programs like Mystery Writing, UFLI Progress Monitoring, Zearn, SEL programs or vetted math or reading programs.

## Annual Review

**SPSA Year Reviewed: 2024-25**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

During the 2024-2025 school year our focus for small group time and WIN was on the foundations of reading and supporting our English language learners. In addition, we bought an additional teaching position to lower class size for

our intermediate classrooms. Overall, we saw an improvement in our site suspension data and an increase in achievement in ELA and for our English Learners on the ELPAC.

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

No difference.

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 implementing a few new types of software for our school including UFLI progress monitoring, Zearn for Math and Mystery Writing for writing support. We know that these additional programs will support our instruction and be helpful in progress monitoring so we can ensure that students are making adequate instructional progress.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

District Goal 1: Student Achievement and Success  
School Goal (s):

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Performance Goal 1: World Language students will reach high standards at a minimum of attaining proficiency or better.  
Performance Goal 5: All students will graduate from high school.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

## Annual Review

**SPSA Year Reviewed: 2024-25**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,409,787.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: 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	\$207,400.00

Subtotal of additional federal funds included for this school: \$207,400.00

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

State or Local Programs	Allocation (\$)
California Community Schools	\$256,287.00
LCFF - Supplemental	\$812,466.00
Learning Recovery	\$133,634.00

Subtotal of state or local funds included for this school: \$1,202,387.00

Total of federal, state, and/or local funds for this school: \$1,409,787.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	207,400	0.00
LCFF - Supplemental	812,466	0.00
Learning Recovery	133,634	0.00
California Community Schools	256,287	0.00

## Expenditures by Funding Source

Funding Source	Amount
California Community Schools	256,287.00
LCFF - Supplemental	812,466.00
Learning Recovery	133,634.00
Title I	207,400.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	690,360.00
2000-2999: Classified Personnel Salaries	260,888.00
3000-3999: Employee Benefits	350,559.00
4000-4999: Books And Supplies	38,145.00
5000-5999: Services And Other Operating Expenditures	24,035.00
5700-5799: Transfers Of Direct Costs	10,500.00
5800: Professional/Consulting Services And Operating Expenditures	35,000.00
5900: Communications	300.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	California Community Schools	83,361.00
2000-2999: Classified Personnel Salaries	California Community Schools	73,856.00
3000-3999: Employee Benefits	California Community Schools	86,535.00
5000-5999: Services And Other Operating Expenditures	California Community Schools	6,535.00
5800: Professional/Consulting Services And Operating Expenditures	California Community Schools	6,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	348,076.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	187,032.00
3000-3999: Employee Benefits	LCFF - Supplemental	181,913.00
4000-4999: Books And Supplies	LCFF - Supplemental	38,145.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	17,500.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	10,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	29,000.00
5900: Communications	LCFF - Supplemental	300.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	101,596.00
3000-3999: Employee Benefits	Learning Recovery	32,038.00
1000-1999: Certificated Personnel Salaries	Title I	157,327.00
3000-3999: Employee Benefits	Title I	50,073.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	732,615.00
Goal 2	576,557.00
Goal 3	82,015.00
Goal 4	18,600.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Tanya LaBass	Principal
Sarah Spinka	Classroom Teacher
Karen Peterson	Classroom Teacher
Sharon Griffin	Classroom Teacher
Derek Charlebois	Other School Staff
Zenaida Zamora	Parent or Community Member
Jessica Vue	Parent or Community Member
Alicia Stansbury	Parent or Community Member
Nicole Obenauf	Parent or Community Member
Claudia Ortiz	Parent or Community Member

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

# English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
Sara McMinn	Other School Staff
Tanya LaBass	Principal
Neredia Cabrera	Other School Staff
Monica Marquez	Parent or Community Member
Araceli Juarez Recendiz	Parent or Community Member
Miriam Perez	Parent or Community Member
Malika Hassanzada Mohammad	Parent or Community Member
Alan Pamatz	Parent or Community Member
Lailuma Bator	Other School Staff Parent or Community Member
Kelly Zurita	Other School Staff
Svetlana Ponomera	Other School Staff

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 May 20, 2025.

Attested:



Principal, Tanya LaBass on 5/20/2025

SSC Chairperson, Jessica Vue on 5/20/2025

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

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

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

# WHITE ROCK- HOME OF THE PONY EXPRESS






## Agenda

### School Site Council

May 20, 2025

3pm - Room 8

- Welcome/Establish Quorum
- Approval of minutes from 1/21/24
-  SSC Notes 1-21-25.pdf
- SPSA Discussion of Evaluation of Effectiveness of Strategies
-  24-25 WRE Evaluation of Effectiveness Workshe...
- Input for Final 2025-2026 White Rock SPSA
-  SPSA Discussion 5-20-25
- Vote to Approve White Rock SPSA for the 2025-2026 school year
- Adjourn Meeting



## White Rock- Home of the Pony Express

### ELAC Agenda

**May 23, 2025 8:30-9:30**

- Welcome/Introductions
- Approve minutes from last ELAC meeting 3/28/2025  
 3/28/2025 ELAC Minutes
- DELAC Notes
- Information for SPSA  SPSA Discussion 5-23-25
- Input on other needs?
- Vote to approve SPSA

ELAC 5/23/25



## White Rock- Home of the Pony Express

### ELAC Agenda

**May 23, 2025 8:30-9:30**

- Welcome/Introductions -
- Approve minutes from last ELAC meeting 3/28/2025
  - ☰ 3/28/2025 ELAC Minutes - Yamileth mom Parent motion to approve, 2nd approve (Ashley Chavez mom)
- DELAC Notes
- Information for SPSA ☐ SPSA Discussion 5-23-25 -
  - Attendance Growth
  - Chronic AB reduced
  - Suspension Rate reduced
  - Reclassification Data - 19 students scored 4 on 24/25 ELPAC
  - CAASPP Data - Growth
  - Title 1 & Learning Recovery Funding 25/26
  - Site Supplemental Funding (Staffing) 25/26
    - Parent: “What is a Restorative Specialist?”
    - Mrs. LaBass responded
    - Parent: “What is overflow?”
    - Mrs. LaBass responded



## White Rock- Home of the Pony Express

- Services/Expenditures for English Learners 25/26  
SPSA
  - Parent told new ELAC parent how important it is to attend these meetings
  - Parent commented how much they appreciated field trips this year
- Input on other needs?
  - Parent: “Pony Bucks to encourage parents to attend ELAC”
  - LaBass: Great idea!
  - Parent: “Are there Summer School options, and Art throughout the school year?”
  - LaBass: VAPA next year, Public Library
  - McMinn: Home Depot, Lowes, Michaels, Soil Born Farms, Hagan Park
  - Parent: “Are there English Classes for Parents?”
  - McMinn: At CLC, need to sign up
- Vote to approve SPSA
  - Cielo’s mom motion
  - 2nd Alan’s Dad

**□ ELAC 5/23/25**

**-Alan’s dad- would like a list of free activities in the Sacramento area. Sara and Derek will work on it.**

# WHITE ROCK - HOME OF THE PONY EXPRESS



## Agenda

### School Site Council

May 20, 2025

3pm - Room 8

- **Welcome/Establish Quorum**

- Council members sign in
- Introduction of council members
- Meeting began at 3:09pm

- **Approval of minutes from 1/21/24**

 **SSC Notes 1-21-25.pdf**

- Minutes approved from 01/21/25.
- Sharon Griffin first to motion approval of minutes, Derek Charlesbois second to motion.
- Time to approve minutes from 01/21/25 was 5 minutes.

- **SPSA Discussion of Evaluation of Effectiveness of Strategies**

 **24-25 WRE Evaluation of Effectiveness Workshe...**

- WRE Evaluation of Effectiveness worksheet.

- There were 3 main priority topics with strategies that were discussed as well as how we are spending money.

- 1st priority topic: Improving Literacy and Math Development with the focus of targeting Tier 1, 2, 3 instruction and designated ELD.

Expenditures to support priority 1:

- 2 Intervention Teachers
- Instructional Coach
- Bilingual Aides
- Class Size Reduction
- Certificated Subs (PD/Collab Time)
- PD/Conferences
- 2nd priority topic: Address social-emotional and behavioral challenges with the focus of providing SEL support, restorative practices, and behavior intervention. Expenditures to support priority

2:

- Community School Facilitator
- Restorative Specialist
- 0.5 FTE Behaviorist
- Class Size Reduction
- Bilingual Instructional Aides
- Instructional Coach
- Intervention Teachers
- PBIS Incentives
- 3rd priority topic: Improve Attendance especially Chronically Absent students with the focus of engagement and support systems for attendance improvement. Expenditures to support priority 3:

- Restorative Specialist
- Community School Facilitator
- 0.5 FTE Behaviorist
- Class size reduction
- Additional hours for Attendance Clerk

### - Partially Implemented Strategies & Fixes

#### #6 – PD for Classified Staff

- Barrier: Scheduling conflicts, Fix: Offer PD during work hours

#### #22 – PBIS/SEL Conferences

- Barrier: Missed registration, Fix: Register earlier next year

#### #23 – Student Assemblies

- Barrier: Late Parent Coordinator hire, Fix: Schedule earlier in the year

- Effective Strategies & Data

Attendance Gains

- Strategies: #9, 10, 13, 17, 20
- Data: Attendance ↑ from 92.6% → 93.2%, Chronic absenteeism ↓ from 20.1% → 15.7% ( data may vary)

Academic/EL Progress

- Strategies: #1, 2, 3, 4, 8
- Data: Designated ELD for all ELs; 9 students reclassified

Behavioral Improvements

- Strategies: #5, 9, 12, 15, 17, 18, 20, 21, 22
- Data: Suspensions down from 38 to 18 days (data may vary)

- Ineffective strategies: None identified at this time

• **Input for Final 2025-2026 White Rock SPSA**

 **SPSA Discussion 5-20-25**

- **New data for White Rock Elementary presented:** Current attendance data up by .6%, chronic absenteeism down 5.5%, suspension rate down, 8 students were reclassified this year and ELPAC data shows 19 students received a 4 possibly making them eligible for reclassification. CAASP data is looking very positive.
- **Proposed SPSA spending for 25-26:** Title 1 and Learning recovery funding for intervention teacher and instructional coach; Community School Money towards behaviorist, community school facilitator and restorative specialist.
- **Site Supplemental Funding**
  - Staffing towards intervention teacher and coach, teacher for 4th/5th grade class and 1st grade class to reduce class size, additional BIA time, health assistant and restorative specialist.
  - Other funding towards technology, assemblies: allows students to learn in a very fun and positive way and



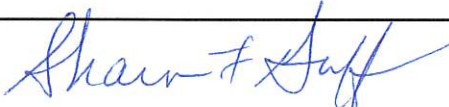
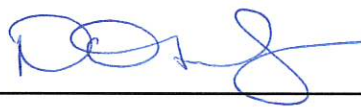



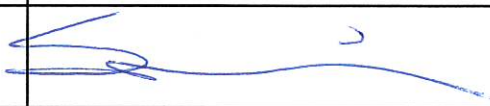
software: programs that will help students with performance, etc.

- **Vote to Approve White Rock SPSA for the 2025-2026 school year**
  - **SPSA White Rock Document:** includes student enrollment data, student performance data, ELPAC results- ELA is the highest area of need for our students, WRE demographics, strategies and activities and an annual review. Data provided by SPSA looked positive.
- **Adjourn Meeting**
  - Motion to approve White Rock SPSA by Sharon Griffin. Second to motion parent Nicole Obenauf.
  - Meeting ended at 3:52pm.

# White Rock SSSC Meeting SIGN-IN

Date: 5/20/2024



Name	Signature
Tanya LaBass, Principal	
Nereida Cabrera, Assistant Principal	
Sarah Spinka, Teacher	
Karen Peterson, Teacher	
Sharon Griffin, Teacher	
Nicole Obenauf, Parent	
Alicia Stansbury, Chairperson and parent	
Claudia Ortiz, Parent	virtual
Jessica Vue, Vice-Chairperson and Parent	virtual
Zenaida Zamora, Parent	
Joanna Muniz, Secretary and Parent Coordinator, WRE Staff <i>crystal ward</i>	
Derek Charlebois, Community School Facilitator; WRE Staff	
<i>Sara McMinn, IC</i>	

**White Rock**  
**ELAC Meeting SIGN-IN**  
**Date: 5/23/2025**



Student Name  
Student Name

	Name	Signature	Teacher's Name
	Monica marquez # Ashley Chavez	<i>[Signature]</i>	S Pinka
Mohammad	Mikhael Perez	<i>[Signature]</i>	FF
	Malika	<i>[Signature]</i>	Saito
	Araceli Jimenez	<i>[Signature]</i>	Dixon
	Svetlana Penomara	<i>[Signature]</i>	
	Lailuma Bator	<i>[Signature]</i>	
	Alan Pantoja	<i>[Signature]</i>	Spinka
	Nereida Cabrera	<i>[Signature]</i>	
	Sara McMillin	<i>[Signature]</i>	
	Tanya Labass	<i>[Signature]</i>	
	Cristal Waco	<i>[Signature]</i>	
	Kelly Zurita	<i>[Signature]</i>	