

# White Rock Elementary School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2025-26 School Contact Information

<b>School Name</b>	White Rock Elementary School
<b>Street</b>	10487 White Rock Road
<b>City, State, Zip</b>	Rancho Cordova, CA 95670
<b>Phone Number</b>	916-294-9180
<b>Principal</b>	Tanya LaBass
<b>Email Address</b>	<a href="mailto:tlabass@fcusd.org">tlabass@fcusd.org</a>
<b>School Website</b>	<a href="https://wre.fcusd.org">https://wre.fcusd.org</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	34673306033278

## 2025-26 District Contact Information

<b>District Name</b>	Folsom Cordova Unified School District
<b>Phone Number</b>	916-294-9000
<b>Superintendent</b>	Erik Swanson
<b>Email Address</b>	<a href="mailto:eswanson@fcusd.org">eswanson@fcusd.org</a>
<b>District Website</b>	<a href="https://fcusd.org">https://fcusd.org</a>

## 2025-26 School Description and Mission Statement

The mission of White Rock Elementary is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

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. Located in Rancho Cordova, WRE is one of twenty-two elementary schools in the Folsom Cordova Unified School District (FCUSD). FCUSD is a growing district and currently serves approximately 21,000 students.

WRE is a Preschool through Fifth Grade Title I site. We share our property with a State and Federally funded preschool program run through FCUSD. WRE has a very diverse population of students, with 42% being English Language Learners (ELL). As of December 2025, our enrollment was 438 students in TK through fifth grade. Our school has many different cultural groups and languages, including Spanish, Russian, Armenian, Farsi, and Pashto. Looking at our school's demographics, WRE is comprised of 43% Hispanic/Latino, 17% White, 7% African American, 19% Asian, 12% 2 or more races, and 2% Native Hawaiian/Pacific Islander. We use ParentSquare as our family communication system, since this system is able to translate staff and school messages into our family's home languages. We have an English Language Advisory Committee (ELAC) to support our dual language students and families.

Our teaching staff is made up of 18 general education teachers, five special education teachers, one academic coach, two

## 2025-26 School Description and Mission Statement

intervention teachers, one physical education teacher, five music teachers, three art teachers, three Spanish speaking bilingual instructional assistants, one Russian speaking bilingual instructional assistant, one Farsi speaking bilingual instructional assistant, 14 special education paraeducators, and three general education paraeducators. Our administrative team is comprised of one full-time principal and a full-time assistant principal. 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). 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. As part of our Community School grant, we also have a Community School Facilitator and Restorative Specialist.

Learning extends beyond the core curriculum of reading, math, writing, social studies, and science. Our fourth and fifth-grade students receive music instruction two times a week, and all grades enjoy participating in physical education classes. We provide weekly art classes to all students in grades TK-5, including our Special Education classes. WRE prides itself on implementing strong social-emotional learning as we are committed to teaching the FCUSD adopted Second Step curriculum along with the following evidence-based programs: Responsive Classroom and Zones of Regulation. 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. 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 isolate essential standards. Teachers use the district's essential standards to guide their PLC work. Teachers have time during their teaching day and after school to complete this work. In addition, our Intervention Team, led by our Title I Academic Coach, works cyclically to provide small group instruction in the areas of reading and English Language acquisition. Teachers follow the district pacing guides and use Board approved core curriculum: EnVision (Math), Benchmark Advance (ELA), Amplify and Mystery Science (Science), TCI (Social Studies), Step Up to Writing (Writing), and Second Step (SEL). We also use supplemental curriculum such as UFLI, SIPPS, and Lexia to ensure that students are also receiving support at their instructional level. Through this approach, we are able to create small groups of students and target instruction for our daily intervention block called What I Need (WIN). We also have daily designated English Language Development (ELD) in which students receive targeted language support at their language ability level. In addition, we offer after-school intervention throughout the year.

We are a Title I and a Community School site. We qualify for this because 90% of our students qualify for free or reduced lunch. All our students are welcome to eat breakfast before school, and lunch mid-day, and those who stay for our free 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 insights we receive through our SSC.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	57
Grade 2	49
Grade 3	72
Grade 4	63
Grade 5	66
<b>Total Enrollment</b>	<b>381</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.2
Male	50.3
Asian	15.6
Black or African American	5.4
Filipino	0.5
Hispanic or Latino	47.8
Native Hawaiian or Pacific Islander	2.7
Two or More Races	12.1
White	18.3
English Learners	46.5
Foster Youth	1.1
Homeless	9.9
Socioeconomically Disadvantaged	91.7
Students with Disabilities	16.4

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.2	91.77	893.9	90.67	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	7.4	0.76	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	9.4	0.96	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	12.7	1.3	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	2	8.23	62.2	6.31	15831.9	5.67
<b>Total Teaching Positions</b>	24.2	100	985.9	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.2	99.36	907.9	90.94	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	12.4	1.24	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.1	0.6	16.8	1.69	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	19.5	1.95	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	41.7	4.18	14303.8	5.15
<b>Total Teaching Positions</b>	23.3	100	998.4	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
<b>Total Teaching Positions</b>						

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	
Misassignments	0.00	0.1	
Vacant Positions	0.00	0	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.1	

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.00	0	
<b>Total Out-of-Field Teachers</b>	0.00	0	

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 14, 2025, and determine that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

<b>Year and month in which the data were collected</b>	2025 August
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance, 2016	0.0%
<b>Mathematics</b>	Pearson - enVision, 2020	0.0%
<b>Science</b>	Amplify - California Science, 2019	0.0%
<b>History-Social Science</b>	Teacher Curriculum Institute (TCI), 2018	0.0%

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

White Rock Elementary has 26 classrooms, one multipurpose, two playgrounds one for kindergarten and the other for all other grades, and an admin building. The school was built in 1959, and the multipurpose with a conference room and an RSP room was added in 1967. The site was modernized in 1990, 1997, 1998, and 2006. Portables were added in 1997, 1998, 1999, 2006, and 2007. The ASES portable was modernized in 2007 when it was placed on the site. There are four sheds on the campus. This site houses a California State Preschool and has eight small group instruction rooms/offices. A portable building that had five separate rooms received an update and now houses Transitional Kindergarten. Last year, a new preschool building and preschool/TK playground were installed and were operational for the 2025-2026 school year. Over the summer of 2025, a bathroom was installed in Room 21 and Room 22 to accommodate toileting needs for the students in those SDC classes. A county-owned Head Start building is also located on this site. Rancho Cordova just passed a bond that will be used to upgrade school facilities. WRE is slated to have a new Multi and Admin building built within the next ten years as well as new playground structures.

The principal works with the custodial staff of two full-time and one part-time custodian to ensure that the cleaning of the school

## School Facility Conditions and Planned Improvements

is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at <https://www.fcusd.org/departments/maintenance-operations/covid-19-info-cleaning-standards>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service, and the highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2025/2026 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Date of inspection: September 17, 2025

Year and month of the most recent FIT report

2025 September

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Multipurpose - Close grease trap, toe drain into sewer
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			P-21 - Major Cockroach/ant/spider problem.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	18	22	58	59	47	48
<b>Mathematics</b> (grades 3-8 and 11)	15	13	49	48	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	201	187	93.03	6.97	22.46
Female	102	94	92.16	7.84	22.34
Male	99	93	93.94	6.06	22.58
American Indian or Alaska Native	0	0	0	0	0
Asian	24	14	58.33	41.67	21.43
Black or African American	11	11	100.00	0.00	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	95	94	98.95	1.05	22.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	18	94.74	5.26	22.22
White	44	42	95.45	4.55	28.57
English Learners	90	76	84.44	15.56	10.53
Foster Youth	--	--	--	--	--
Homeless	22	21	95.45	4.55	28.57
Military	--	--	--	--	--
Socioeconomically Disadvantaged	186	172	92.47	7.53	20.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	12.20

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	201	201	100.00	0.00	13.43
<b>Female</b>	102	102	100.00	0.00	10.78
<b>Male</b>	99	99	100.00	0.00	16.16
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	24	24	100.00	0.00	4.17
<b>Black or African American</b>	11	11	100.00	0.00	9.09
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	95	95	100.00	0.00	13.68
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	19	19	100.00	0.00	10.53
<b>White</b>	44	44	100.00	0.00	22.73
<b>English Learners</b>	90	90	100.00	0.00	7.78
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	22	22	100.00	0.00	4.55
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	186	186	100.00	0.00	12.90
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	41	41	100.00	0.00	4.88

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	10.94	20.9	45.67	46.01	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	67	100.00	0.00	20.90
Female	38	38	100.00	0.00	26.32
Male	29	29	100.00	0.00	13.79
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	32	100.00	0.00	12.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	41.67
English Learners	27	27	100.00	0.00	11.11
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	63	100.00	0.00	22.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	13.33

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2025-26 Opportunities for Parental Involvement

In the 2023-2024 school year WRE, began to use a Community Schools framework and the four Pillars of Community Schools. We are committed to working in partnership with our students, their families, and community service agencies to bring resources onto our campus that remove barriers to student learning. This is done by understanding the Science of Learning Development, and that youth who are exposed to chronically stressful experiences will struggle with learning if they do not feel psychologically and physically safe at WRE. Supportive environmental conditions that foster strong relationships and build a sense of community are a priority for us. These include positive sustained relationships with the families of our students that foster attachment and emotional connections; physical, emotional, and identity safety; and a sense of belonging and purpose. It is our goal to work collaboratively with parents in a shared decision-making approach where we are all working to support learning at school and at home. Therefore, WRE continues to find ways to increase the involvement of our parents and community. Parents are encouraged to attend a variety of special events throughout the year, such as Back to School Night, Kindergarten Orientation, Harvest Festival, Literacy and Science Nights, Holiday Breakfast, Open House, Parent/Teacher conferences, and our spring concerts. Our school website and weekly school ParentSquare messages keep parents informed about important school information. All of the communication platforms provide accessibility by offering hundreds of language translations.

To encourage parent voice in decision making, all White Rock families are invited to participate in the planning, implementation, and evaluation of the SPSA. Additionally, parents of emergent bilingual/EL students are encouraged to participate in the ELAC and provide an evaluation of programs.

Parents are welcome to support student academics at home by accessing the curriculum support links found on our website. When there are academic, social, or behavioral concerns, students are referred to our COST team, which meets weekly, and interventions are determined. If more information is needed, we use Student Study Team (SST) meetings to provide a space to collaborate and explore possible supports. Teachers provide ongoing communication to families regarding academic progress through mid-trimester progress reports and direct contact. The majority of WRE teachers use a newsletter through ParentSquare to keep parents informed on a daily and weekly basis. Our Parent Coordinator works to process school volunteers and implement opportunities for parent participation on site. The principal communicates with families by updating the website and provides weekly newsletters. All communications are easily accessible for our diverse language population.

WRE maintains clothes and a shoe closet that is stocked with donations from local non-profits such as the Assistance League. Blessings in a Backpack provides snacks for students to take home on the weekend for students experiencing food insecurity. We continue to utilize our Community School resources to enrich our connections with community partners that can creatively work with us to support our students and families.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.12%	4.09%		3.48%	3.31%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.03%	0.04%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

White Rock strives for a safe and clean environment. Restrooms and eating facilities are cleaned daily. Classrooms are cleaned at least every second day, with the exception of kindergarten, preschool, and special education classrooms that are cleaned daily. Any safety hazard that is reported is reviewed immediately and resolved. Safety and Emergency plans are updated and approved each fall by our School Site Council. The Safety Plan was approved in December 2025. The community is encouraged to use our facility, including evening meetings of various community organizations such as the Supplemental Tutoring and After School Education and Safety (ASES). Reducing vandalism and after-hours problems is still a top priority. Our community, especially immediate neighbors, continues to watch out for our campus to curb any incidents of vandalism and graffiti. During the 2024-2025 school year, two (2) student accidents were reported.

Date of Last Review/Update by School Site Council: December 2, 2025

Date Last Reviewed with Staff: December 2, 2025

### D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	51	0	2	1
1	52	0	3	1
2	52	0	3	1
3	52	0	3	1
4	80	0	1	2
5	75	1	0	4
6	0	0	0	0
Other	8	2	0	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
<b>K</b>	29	0	2	1
<b>1</b>	31	0	2	1
<b>2</b>	32	0	3	1
<b>3</b>	34	0	3	1
<b>4</b>	28	3	2	1
<b>5</b>	25	2	2	1
<b>6</b>	0	0	0	0
<b>Other</b>	16	6	1	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$10,777	\$2,801	\$7,975	\$93,556
<b>District</b>	N/A	N/A	\$10,163.68	\$90,633
<b>Percent Difference - School Site and District</b>	N/A	N/A	-24.1	6.2
<b>State</b>	N/A	N/A	\$11,146	\$100,333
<b>Percent Difference - School Site and State</b>	N/A	N/A	-29.8	-4.4

## Fiscal Year 2024-25 Types of Services Funded

In addition to general state funding, White Rock receives supplemental state and federal funding through various categorical and support programs, including Title I Improving Academic Achievement, Title II: Supporting Effective Instruction, Title III: English Learners and Immigrant Student Program, Title IV: Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, LCAP Supplemental Funds for English Learners and Low-Income Students, Community Schools Grant and the Expanded Learning Opportunity Program. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2024-2025 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$48,723	\$60,863
<b>Mid-Range Teacher Salary</b>	\$83,441	\$93,575
<b>Highest Teacher Salary</b>	\$119,839	\$125,548
<b>Average Principal Salary (Elementary)</b>	\$170,891	\$157,645
<b>Average Principal Salary (Middle)</b>	\$166,156	\$165,341
<b>Average Principal Salary (High)</b>	\$175,110	\$182,580
<b>Superintendent Salary</b>	\$363,418	\$357,064
<b>Percent of Budget for Teacher Salaries</b>	33.81%	30.36%
<b>Percent of Budget for Administrative Salaries</b>	5.35%	4.88%

## Professional Development

Folsom Cordova Unified School District provided staff with three professional development days this school year. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; reading professional literature, and networking. District-sponsored in-service training is provided through Professional Learning Communities (PLC) training, lead teachers, Teachers on Special Assignment (TOSA), and site-level academic, reading, math, science, and technology coaches. Professional development was also offered on the Science of Reading (SOR), English language development, Positive Behavior and Intervention Supports (PBIS), and on other instructional practices. FCUSD district staff work collaboratively to provide an induction program for qualified new teachers and ongoing professional development workshop options.

White Rock teachers have participated in additional training such as 15 Day Challenge Training with Maria Nielson, Elementary Assessment Training with Sara Stobaugh, Building Thinking Classrooms, UFLI, LETRS, Therapeutic Crisis Intervention (TCI), and we have staff on the District Math Task Force. We have had site professional development including PLC training, De-escalation training, Designated English Language Development training, Integrated English Language Development Training, Interim Assessment Training and ParentSquare training.

### Counseling & Support Staff

It is the goal of White Rock Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. In addition, we are using staff from our Special Friends and School Social Worker for assistance in these areas.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	1	3	3