

White Rock Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	White Rock Elementary School
Street	10487 White Rock Road
City, State, Zip	Rancho Cordova, CA 95670
Phone Number	916-294-9180
Principal	Canen Peterson
Email Address	canen.peterson@fcusd.org
Website	http://www.fcusd.org/wre
County-District-School (CDS) Code	34673306033278

Entity	Contact Information
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
Website	www.fcusd.org

School Description and Mission Statement (School Year 2019-20)

School Vision and Mission:

Mission: We will create a nurturing learning environment where all students are safe and respected. The staff will provide guidance, positive encouragement, and bring Common Core knowledge to all students. This will develop critical thinking, problem solving skills, and collaborative peer relationships in order to produce lifelong learners and productive citizens in society.

Vision:

Working with parents and community members, White Rock Elementary School will provide all students with equal access to highly qualified teaching staff, research-based first instruction, and targeted interventions to develop skills needed to make a measurable and consistent growth in all academic areas.

School & Community Profile:

White Rock Elementary School is a Transitional Kindergarten through 5th grade Title 1, Program Improvement site. Due to low academic growth of our students, White Rock qualified for a School Improvement Grant. We are currently in year 3 of our State improvement Grant. Of our 450 students, 237 (47%) speak another language at home. 32% of our students speak Spanish. 92% of our students qualify for free and reduced lunch due to their socioeconomic status. For the next year, White Rock is a Community Eligibility Provision site, which means that all students will receive free breakfast and lunch.

White Rock operates on a traditional schedule. During the first month of the 2019-20 school year, 499 students were enrolled in grades Preschool through fifth. Our largest ethnic group, 48%, is Hispanic/Latino. Significant subgroups include Whites at 24% and African Americans at 17.64%. An Average of 80 1st through 6th grade students are enrolled in the After School Education safety (ASES) until 6:00 pm.

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

Our Title 1 Academic Coach, and Intervention teachers work with students in small groups to address gaps in concepts. They also work with teachers to plan instruction, and assist with data analysis. The School Improvement Grant (SIG) brings to our site an Assistant Principal, Marriage Family Therapist, Intervention Teacher and a site based substitute. Community members (like the Rotary, Metro Fire Station 61, Intel, Soil Born Farms, Kaiser) support our students with donations and the gift of their time.

Parents express the desire to understand their children's school experience. White Rock uses many of our resources to establish and maintain relationships with our parents through School Site Council (SSC), English Language Advisory Committee (ELAC), Title 1 meetings, coffee with the Principal, family events, home visits, informational classes for parents, and volunteer opportunities. We tailor our outreach in response to conversations that staff and administration have with parents as well as insight we receive through Site Council.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	72
Grade 1	66
Grade 2	70
Grade 3	68
Grade 4	84
Grade 5	65
Grade 6	30
Total Enrollment	455

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	11
Asian	7.7
Filipino	0.7
Hispanic or Latino	45.5
Native Hawaiian or Pacific Islander	3.5
White	22.2
Two or More Races	9
Socioeconomically Disadvantaged	92.5
English Learners	39.8
Students with Disabilities	6.2
Homeless	7.7

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	23	25	1111
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	17

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 2019 August

Folsom Cordova Unified held a Public Hearing on December 19, 2019, and determined 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 California Department of Education (CDE), 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	Yes	0.0%
Mathematics	Pearson - enVision, 2015	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

White Rock Elementary was originally constructed in 1960 and is comprised of 24 classrooms, a multipurpose room/cafeteria, library, staff lounge, computer lab, a small group of instruction buildings and three playgrounds. The school was renovated in 2009 and is in good repair with no planned repairs needed. As we plan on expanding to include a preschool program, there will be a need to add a playground facility for preschool use. Through Measure H funds, the irrigation to our school garden was added. Through the County of Sacramento, we also have a specialized portable garden for small spaces.

The principal works with the custodial staff of one (1) full time and two (2) part time custodians to ensure that the cleaning of the school 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.

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 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.

Date of inspection: 10/04/2019

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 2019 October

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Waiting for contractor to repair the stucco where a truck backed into the corner.

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Chain ladder mounting hardware needs to be replaced.
Overall Rating	Exemplary	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	33	31	64	63	50	50
Mathematics (grades 3-8 and 11)	26	28	53	52	38	39

Note: Percentages are not calculated 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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	256	253	98.83	1.17	30.83
Male	116	114	98.28	1.72	28.95
Female	140	139	99.29	0.71	32.37
Black or African American	29	29	100.00	0.00	17.24
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	23	23	100.00	0.00	21.74
Filipino	--	--	--	--	--
Hispanic or Latino	107	105	98.13	1.87	35.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	66	65	98.48	1.52	36.92
Two or More Races	18	18	100.00	0.00	16.67
Socioeconomically Disadvantaged	232	230	99.14	0.86	29.13
English Learners	140	137	97.86	2.14	29.20
Students with Disabilities	25	25	100.00	0.00	8.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	26	26	100.00	0.00	30.77

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	254	253	99.61	0.39	27.67
Male	115	114	99.13	0.87	32.46
Female	139	139	100.00	0.00	23.74
Black or African American	29	29	100.00	0.00	24.14
American Indian or Alaska Native	--	--	--	--	--
Asian	23	23	100.00	0.00	26.09
Filipino	--	--	--	--	--
Hispanic or Latino	107	107	100.00	0.00	27.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	66	65	98.48	1.52	30.77

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	18	18	100.00	0.00	16.67
Socioeconomically Disadvantaged	230	229	99.57	0.43	26.64
English Learners	138	137	99.28	0.72	27.74
Students with Disabilities	25	25	100.00	0.00	16.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	26	26	100.00	0.00	34.62

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.4	13.4	14.9

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Our school consults with parents and community members by soliciting parent and staff suggestions in the allocation of funds and in the design, planning and implementation of programs. Parent representatives are encouraged to participate in our School Site Council (SSC), English Language Advisory Committee (ELAC), and to volunteer at events and in the classroom. Monthly newsletters, written in Spanish and English, are posted in a variety of ways to inform our community. Staff responds quickly to parent input and suggestions. White Rock holds public meetings a minimum of twice per year to which all parents are invited, to explain programs and activities offered at school. We also train parents on ways in which they can engage more with the school. Parents are invited to Coffee with the Principal each month to discuss concerns and learn more about the school. Parents are encouraged to support our efforts to begin a Parent Teacher Association (PTA).

Parents are encouraged to attend Back to School Night in order to receive materials about their child's classroom expectations. Information is also provided in the form of monthly newsletters. Parents are invited to volunteer in the classrooms. They are also provided with resources and information through parent workshops, district parent workshops, district parent summits and the summer parent academy. They also provide feedback to the school site and the district through the Title 1 Survey, participation in ELAC and SSC and bi-annual Title 1 meetings.

Our school's Site Council includes parents who meet with staff to stay informed on school progress and provide input on programs and budgeting. In addition, our English Language Advisory Committee (ELAC) meets at least three times a year to discuss ways in which White Rock Elementary and the community can work together to support English Language learners in their academic growth.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	6.4	7.0	4.2	4.3	5.0	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.4	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

White Rock strives for a safe and clean environment. Restrooms and eating facilities are cleaned daily. Classrooms are cleaned at least every second day. Any safety hazard that is reported is reviewed immediately and resolved. Safety and Emergency plans are reviewed each fall and spring with our School Site Council. The Safety Plan was approved in September 2019. The community is encouraged to use our facility, including evening meetings of various community organizations such as Folsom Cordova Parents Early Readiness Playgroup, Sacramento Theater Company, Saturday Russian School and the Supplemental Tutoring and After School Education and Safety (ASES). There were seven (7) student accidents reported at our school in the 2018-2019 school year.

Reducing vandalism and after-hours problems are still a top priority, a challenge that has decreased since renovation of the site, and we are handling more effectively. Our community, especially immediate neighbors continue to watch out for our campus to curb any incidents of vandalism and graffiti. This year White Rock put in 12 new cameras to support vandalism and graffiti on campus.

Date of Last Review/Update: September 14, 2019

Date Last Reviewed with Staff: September 14, 2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	26		3		21		3		24		3	
1	21	1	2		27		3		22		3	
2	23		4		22		3		23		3	
3	25		3		23		4		23	1	2	
4	32		2		34			2	28		3	
5	33		1	1	31		2		33		1	1
6	21	1	2		34			1	30		1	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,540.83	\$1,511.25	\$5,029.58	\$74,904.45
District	N/A	N/A	\$7,534.43	\$76,858.00
Percent Difference - School Site and District	N/A	N/A	-39.9	0.2
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-34.5	-6.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

District Revenue Sources

In addition to general state funding, White Rock Elementary receives state and federal funding from the following categorical funds and other support programs: Title I, Title II, Title III English Learners, Title III Immigrant Student Program, LCAP Supplemental funds (English Learners/Low Income Student), After School Education and Safety (ASES) funds, School Improvement Grant (SIG) funds, and state funds for after school interventions for at-risk students. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2018-19 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 community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,289	\$51,374
Mid-Range Teacher Salary	\$68,994	\$80,151
Highest Teacher Salary	\$94,372	\$100,143
Average Principal Salary (Elementary)	\$118,941	\$126,896
Average Principal Salary (Middle)	\$137,647	\$133,668
Average Principal Salary (High)	\$139,858	\$143,746
Superintendent Salary	\$252,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through Professional Development (PD), a model of lead teachers and site level reading, math, science and technology coaches. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with Beginning Teacher Support and Assessment (BTSA) to provide an induction program for qualified new teachers. We support our teachers in pursuing National Board Certification and currently have over 44 National Board Certified teachers within the district. The district is involved with both Administrator Training Program (ATP) and Teacher Training, which increase the capacity of all staff to deliver a standards-based curriculum.

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/ Partners in Prevention (PIP) Elementary Intervention Program (EIP) and Marriage Family Therapists (MFT) for assistance in these areas.