SPSA Year   2017–18

Single Plan for Student Achievement (SPSA) Template

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

School Name	American Union Elementary School
CDS Code	10 76778 6005748
Revision Date	January 2018
Superintendent	Joey Campbell
Contact Name and Title	Heather Gomez Principal
Email and Phone	hgomez@wusd.ws (559) 495-5650
The District Governing Board approved this revision of the SPSA on	

The School's Mission & Vision Statements

At American Union, staff and students are guided through their vision statement.
Vision:
Be Your B.E.S.T.: Believe, Empower, Succeed, Together

As AU teachers, staff, students, and community members, we always want to be our best. As Eagles, we must believe in ourselves and each other. As teachers, we will empower all students each and every day. At American Union, all students will succeed, which can only happen when we all (parents, school, and community) work together!

The School's Theory Of Action

The AU motto is "As an AU eagle I pledge to be safe, be responsible, be respectful, and soar to success each and every day." In addition, all staff is guided by "The AU Way" which defines our vision, goals, priorities, and values as a school.

SCHOOL PROFILE

American Union Elementary School is located in Fresno County, 15 miles southwest of the City of Fresno. The school was established over 100 years ago and has a rich history in the largely agricultural community. The school has a diverse population of 343 students in grades Transitional Kindergarten through grade 8. 46.7 % of American Union's students are English Language Learners and 77.4% of our school population is designated social-economically disadvantaged. Our student population represents approximately 74% Hispanic, 4.2% Asian, 19.3% White, 1.5% African American, and .96% other. American Union also offers an After-School Program from 2:30-6:10, Monday through Friday, serving up to 180 students, K-8.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?

2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?

3. <u>Title I Schools:</u> Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

Academic School Success (LCAP Goal 4, 7, 8 and State Areas 1, 2, 4, 7):
1. ELA scores of students on the SBAC who performed at a rate of meeting or exceeding standard from 2016-2017 improved by 1%.
2. Math scores of students on the SBAC who performed at a rate of meeting or exceeding standard from 2016-2017 improved by 9%.
3. Of English Learner students eligible to reclassify based on CELDT scores in 2017, 35% of those students met reclassification criteria.

Academic Goals (LCAP Goal 4, State Areas 2, 4, 7):
1. Students will read on grade level.
Teachers have had ongoing training for the past two years in the guided reading approach. Since guided reading was implemented, the school has been able to track student's reading levels with data using the Development Reading Assessment (DRA). This has allowed for more data analysis on student's progress in reading. Instructional coaches and consultants are hired to help support this initiative. Instructional coaches work to train teachers and support staff in how to implement this small group intervention within their classrooms. A teacher book room with guided reading resources was purchased with Title 1 funds for leveled readers that could support this small group reading initiative. The newly adopted ELA/ELD curriculum purchased in August of 2017 also provided additional leveled readers for each classroom to use with their instruction. Intervention for tier 2 students has occurred in a more focused manner, as all instructional aides have now been trained in best practices for guided reading. Additional instructional aide hours have been added using Title 1 funds. Intervention groups for all grade levels has also increased with the changing of schedules for several instructional aides. The funds from academic coaches as well as consultants has lead to an increase in ELA SBAC scores.

2. Students will be instructed in ELA and ELD using Reach for Reading as a new resource.
A new ELA/ELD curriculum was adopted this year to provide teachers with a textbook that aligned to the state standards. Teachers have received training for 4 days in the new curriculum. This training covered an overview of the curriculum resources, technology supports, ELD components, and the writing process.

3. Students will go through the writing process with a focused approach on the three different genres.
The new ELA/ELD curriculum that was adopted has a strong writing component that focuses on narrative, informational, and opinion writing. Each grade level lead teacher has ensured that each of these writing genres is taught using the writing process at least twice in the school year. The teachers are using pre-assessment and post-assessment data to determine how students can improve their writing. The data is reviewed as grade levels using a common site protocol.

Others Areas of Success (LCAP Goal 1, 2, State Areas 1, 2, 4)
1. Retention of teachers continues to improve each year, from the need to hire 7 additional new teachers in past years, to 2017-18 with no new adds.
The retention rate of teachers at AUES continues to improve as more supports for new teachers are put in place. New teachers have an academic coach assigned to help them during their first year of teaching. New teachers are also part of the district induction training. New teachers are supported with professional development in the areas of Kagan strategies, Google Classroom, Eureka Math training,

Step Up to Writing, and RTI training. Additionally, new teachers are provided with feedback about their performance through administrative walk through forms and data collection, coaching conversations, and data review.
2. Parent participation continues to increase across the site.
Parent conferences have a participation rate of 90% and our monthly meetings with parents called, "Coffee with the Principal" has an average attendance of 30 students represented.
Parent participation continues to be something we are working on and we continue to allocate funds to parent education programs throughout the district.
3. Ongoing social/emotional services for students and families is a priority.
Our school employs a full-time counselor who is committed to provide students with social and emotional supports. This service is paid through Title 1 funding and ensures students' needs are met, specifically when dealing with our foster, homeless, and low income.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which <u>overall</u> performance was in the "Red" or "Orange" performance category (or) the school's review of local performance indicators have demonstrated a need.

1. What are the areas of greatest need that have demonstrated through local assessments, needs to be addressed?

American Unoin currently has one area of orange on the performance indicator areas: suspension rates. AU had an increase in the suspension rate by .9%, leaving the school at a 1.7% suspension rate. During the past school year, there was one incident involving multiple students, causing the rate to increase. Even at that, the overall suspension rate at AU is extremely low. However, the American Union PBIS team is looking very closely at the suspension rates, and creating more opportunities for prevention and restorative practices.

While the other categories were not orange or red, there are still needed areas of improvement:
1. SBAC performance in both ELA and Math are below the state average. The school is 12 points from a level 3 in ELA and 35 points from a level 3 in math. Although the school increased these scores significantly in the past year, there is still improvement needed in both areas.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

Plan to address ELA scores:
1. This year the school began looking into a deeper data analysis cycle. The data analysis system begins with a pre-assessment given to students that assesses them on a specific ELA standard. After reviewing the pre assessment data with their grade level, teachers begin instruction using an agreed upon method of teaching, using best first instructional practices. After a specified time of instruction, students are assessed on the same standard. Data analysis occurs again as a grade level, to address any possible reteaching.
2. American Union has taken a systemic approach to tackling writing in grades 2-8, embedding common language and structures across the classrooms and grade levels.
3. The school continues to implement guided reading in grades K-3 in order to provide small group, targeted reading instruction to students on a daily basis.
4. A new curriculum was purchased in order to better prepare students for the demands of the SBAC writing portion. This new curriculum takes students through the writing process using the three genres of writing commonly seen on the SBAC writing exam.
5. Academic coaches have been hired to work with teachers who need supports in teaching ELA standards. These supports include help with planning lessons using the skills mastery lesson design, delivering lessons using research-based instructional strategies, and debriefing lessons to give feedback.

Plan to address Math scores:
1. This summer, teachers were provided a training by Eureka math coaches in how to use the Read, Draw, Write (RDW) strategy in their classrooms. This strategy is used for solving word problems as a test-preparation focus. The teachers spend one day learning how to use this method in their classrooms. It has become a focus for a way to teach students how to answer word-problems in math. This strategy is now used school-wide and is an integral part of how we can improve math scores with our students.
2. Teachers have worked to ensure appropriate pacing is happening within each grade level for their adopted math curriculum, Eureka Math. This pacing of the curriculum has allowed teachers to ensure that all math concepts have been taught before students move to the next grade level.
3. An instructional coach was hired by the district to support teachers with Eureka math strategies. This instructional coach has also gone through the mathematical mindset university. Other teachers on campus are now participating in the mathematical mindset initiative which consists of taking an online course through Stanford University, network meetings, and follow-up training.
4. Teachers have began to study the Mathematical Practices, particularly #3 and #6 to help with the justification and embedding academic language into the math lessons.

Plan to Address the suspension rate:
1. The PBIS team will met monthly to review data and discipline practices.

2. A restorative practice model will be implemented with fidelity to support students from re-offending
3. The counseling team will push into classrooms to provide classroom lessons on various behavior concerns to prevent any incident from occurring.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the "all student" performance on California School Dashboard or are experiencing an opportunity gap as evidenced by local assessments.

1. What are the areas in which performance for any student group was two or more performance levels below the "all student" performance? If not any, please describe any specific sub groups

Currently, American Union does not have any student groups that are performing two or more performance levels below the "all student" performance levels. In the category of ELA scores on the SBAC, the "English Learners" group scored at the same performance level a the "All Student" group, yet did not have the same increase in scores, placing them one level behind in progress.
The school is addressing the area for ELA by following the same plan as described previously.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

Plan to address ELA scores:
1. This year the school began looking into a deeper data analysis cycle. The data analysis system begins with a pre-assessment given to students that assesses them on a specific ELA standard. After reviewing the pre assessment data with their grade level, teachers begin instruction using an agreed upon method of teaching, using best first instructional practices. After a specified time of instruction, students are assessed on the same standard. Data analysis occurs again as a grade level, to address any possible reteaching.
2. American Union has taken a systemic approach to tackling writing in grades 2-8, embedding common language and structures across the classrooms and grade levels.
3. The school continues to implement guided reading in grades K-3 in order to provide small group, targeted reading instruction to students on a daily basis.
4. A new curriculum was purchased in order to better prepare students for the demands of the SBAC writing portion. This new curriculum takes students through the writing process using the three genres of writing commonly seen on the SBAC writing exam.
5. Academic coaches have been hired to work with teachers who need supports in teaching ELA standards. These supports include help with planning lessons using the skills mastery lesson design, delivering lessons using research-based instructional strategies, and debriefing lessons to give feedback.
6. The school is looking at language as a whole, and emphasizing that all students are using academic language constantly in the classroom. The focus on listening and speaking will support the growth of EL students in ELA. In addition, an academic coach is proving additional PD for teachers focusing on designated ELD to help ensure our EL students make adequate progress.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

This has been addressed in the School Progress, Greatest Success Section.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?

2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

1. Barriers to some success in student learning included:
a. lack of literacy
b. poverty
c. social-emotional needs

A and B. Students at American Union often come to school with limited language and literacy exposure. Due to factors such as poverty, a lack of a rich print environment, and parent education levels, students often enter kindergarten two years behind in language development. Many of the students come to kindergarten with a lack of literacy exposure.

C. The social-emotional needs of students on campus is a challenge. American Union Elementary has a full-time counselor who meets with students individually, in groups, and with families in order to support their social-emotional needs. The counselor also focuses on the academic counseling for students to ensure that students are meeting their academic goals regardless of their social emotional hurtles. This barrier could be a contributing factor to the overall wellness of students, as well as whether or not they perform well on academic measures.

2. Corrective Measures:
A: To combat the literacy exposure of students coming into school, the district purchased an online app that can work offline for all students who are within the district's boundaries. The application can be accessed for students who are school age and for students age 0 - 5. This application is called Footsteps to Brilliance, which was paid for by Title 1 funding. The school has also revamped the reading intervention program to allow more students to receive reading intervention as a tier 2 support with the restructuring of Title 1 aides.

B. The Footsteps to Brilliance program is also being used by families in the home and is also being used by students within classrooms as an intervention program that serves as bridging the literacy gap students come with. Students enrolled in American Union Preschool are also providing information to parents about the program.

C. The school counselor is continuing to work with students and their social/emotional needs. These students are also part of our Positive Behavior Intervention and Supports program our school runs for all students.

I. **INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS –** Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

American Union Elementary consulted with various stakeholders including: teachers, parents, pupils, other school personnel, and administrators regarding the current SPSA. Discussions took place during site SSC, ELAC, Parent Club, and teacher staff development meetings to look at site goals, needs, services, as well as modifications to continue to ensure students achievement. In addition, WUSD held a series of meetings, and administered a parent survey, vetting the Local Control Accountability Draft Plan (LCAP) priorities and goals were held in Spring of 2017. The WUSD LCAP strongly influenced the creation of SPSA priorities and goals. WUSD held LCAP informational meetings in the form of Community Meetings, School Site Council Meetings, District English Language Advisory Committee (DELAC), English Learner Advisory Committee (ELAC) meetings, District Advisory Council (DAC), Parent-Teacher Association and Parents' Club. Translation and Spanish materials were provided. Parents of socio-economically disadvantaged students, EL students and foster youth were represented in all meetings. All meetings were communicated to the school via telephone dialers, posted notices, and flyers sent home with students, allowing all stakeholders to attend the site committee meetings.

II. **INVOLVEMENT GOVERNANCE – MONITORING SPSA –** Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

At the start of the school year, American Union presented the current SPSA plan and goals to School Site Council, ELAC, and Parent Club. The timeline of the SPSA was also presented. During that time, stakeholders were encouraged to provide feedback and suggestions in order to continue to improve and adjust the SPSA plan for the upcoming school year. Throughout the school year, the principal reviews the goals of the SPSA and is able to modify as needed. The goals connected to the LCAP and focused on the greatest needs as determined by the CA dashboard are reviewed and presented at the district level biannually.

III. **PARENT INVOLVEMENT –** Briefly describe your parent involvement activities.

Parents are always encouraged to be involved in their children's education. At American Union there are various ways that parents can get involved: School Site Council, ELAC, Parent's Club, Room Mom, as well as attend any of the various workshops offered. At each of the committees or clubs, parent involvement is reviewed and ideas to increase parent engagement is solicited. In addition, the Parent Involvement Plan is reviewed and modified yearly to accurately reflect the opportunities for parents to get involved with their children.

IV. **TRANSITIONS**
ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable. In addition, how do you prepare students for middle school transition?
SECONDARY SCHOOLS- Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

In the Spring, AU holds a Kindergarten Orientation for all parents with children entering kindergarten the following fall. Academic expectations and kinder standards are presented, as well as ideas to assist their children over the summer. In addition, Back to School Night is held the night before school starts. This helps kindergarten students meet their teacher, see their classroom, and adjust to the transition before the first day of school.

As for Middle School students moving on to the high school, there are an array of activities to support the transition. In the Spring, there is a parent workshop facilitated by AU's Counselor, as well as the Freshman Counselor from the high school. The workshop is held at AU, and reviews A-G requirements, the academies offered at WUHS, and the possible electives. This workshop assists parents in supporting their children through the transition. For the students, the 9th grade Academy Director and Counselor come to AU to review the same information. Students in 8th grade attend an orientation at WUHS in May of every year. They are introduced to the campus, staff, and clubs offered. In 2017-18, all 8th graders will also participate in the PSAT to help guide them them to the mindset of college.

TITLE I SCHOOL SECTION ONLY

Place an "X" in the box next to each statement to signify completion.

Parents have received and completed the School/Parent Compact.

X Parents have received a copy of the Parent Involvement Activities.

A copy of the Parent Involvement Policy and School/Parent Compact has been submitted to the Orange USD Special Programs Department.

2017-18 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2016-2017 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2017-18

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	332407	169,556.00
Title II Part A: Improving Teacher Quality	12385	501.00
Title III Part A: Language Instruction for LEP Students	0	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 $2,021,307.00

Goal 2 $

Goal 3 $

Goal 4 $

<u>Stakeholder Engagement</u>

SPSA Year | 2017–18

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

WUSD consulted parents, pupils, school personnel, administrators, local bargaining units and the community through a series of meetings and by survey. Informational meetings, vetting the Local Control Funding Formula (LCFF) and the Local Control Accountability Draft Plan (LCAP) priorities and goals were held at the April, May and June 2017 Board meetings. In addition, WUSD held LCAP informational meetings in the form of Community Meetings, School Site Council Meetings, District English Language Advisory Committee (DELAC), English Learner Advisory Committee (ELAC) meetings, District Advisory Council (DAC), Parent-Teacher Association and Parents' Club. Translation and Spanish materials were provided. Parents of socio-economically disadvantaged students, EL students and foster youth were represented. The DAC and DELAC were made up of mostly parents from within the Washington Unified School District. The Superintendent responded in writing to all DAC and DELAC members concerning their comments and questions. All the feedback for the LCAP guides the goals and priorities of the SPSA at American Union.

2. Information about the LCFF, as well as the current LCAP draft were made available to members of the DAC, DELAC and the public on the district website for input and comment from April 28 through May 31, 2017. All members were given a chance to ask questions and make comments and suggestions. Final LCAP will be made available to the public on June 14, 2017 after Board approval. Participants were given a chance to review data broken down according to relevant sub groups and make comments and suggestions on the districts progress. Data derived from the California 5x5 dashboard, CAASSP, and local assessments were used to inform participants, which included members of School Site Council, District English Language Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), District Advisory Council (DAC), Parent-Teacher Association and Parents' Club, and local bargaining units. Members from each of these entities provided the feedback given below. All the feedback for the LCAP guides the goals and priorities of the SPSA at American Union.

3. Certificated and classified staff, parent, and student surveys were distributed in April and May, 2017 soliciting feedback about current district practices and input about the eight LCAP priorities, district goals and use of new LCFF resources. Consultation with the certificated and classified bargaining group member was done informally through these surveys.

4. Stakeholders were included in the WUSD process in a timely manner, allowing for engagement in the development of the LCAP Draft by providing information and soliciting feedback on the following dates:
Informational meetings provided ample opportunity for parents and community members to provide input into the development of WUSD goals and the LCAP plan. All the feedback for the LCAP guides the goals and priorities of the SPSA at American Union.

April 25, 2017 LCAP Community Meeting at WUHS
April 26, 2017 LCAP Community Meeting at West Fresno Elementary School
April 26, 2017 LCAP Community Meeting at American Union Elementary School
April 27, 2017 DAC meeting to review goals and opportunity for feedback (Including stakeholders from Bargaining Units, Administration, and Child Welfare/Foster Youth)
April 27, 2017 DELAC review of goals, outcomes, and LCAP draft and opportunity for input and feedback
April 27, 2017 Site meetings with student leadership and English Learner groups
April 28, 2017 Site meetings with student leadership and English Learner groups
May 8, 2017 LCAP Community Meeting at Washington Unified District Office
May, 10, 2016 Public Hearing at Regular Board Meeting
June 14, 2017 Regular Board Meeting LCAP Update approval

IMPACT ON SPSA AND ANNUAL UPDATE

How did these stakeholders impact the SPSA for the upcoming year?

As a result of stakeholder input in the development of the LCAP, the District has decided to focus it's efforts in the following 4 areas: 1) Providing High Quality Teachers and Resources for Students, 2) Increased Parent and Community Communication, 3) Improving Student Achievement for All Students, and 4) Maintaining a Safe and Positive School Climate. Both fiscal and human resources will be dedicated to meeting the District's goals in these critical areas.

1) Providing High Quality Teachers and Resources for Students:
Community meeting notes indicated that parents and community members would like efforts to hire highly qualified teachers to continue so that the district has no misassignments or vacancies. Emphasis was placed on hiring teachers with the appropriate credentials for the subject matter that they were assigned. WUSD will continue to expand its recruiting efforts utilizing the actions outlined in Goal 1, Action 1. The district will also continue efforts to provide appropriate professional development to it's new teachers as outlined in Goal 1, Action 2.

2) Increased Parent and Community Communication:
Community meeting notes indicated that parents would like to see an increase in communication at both the district and site levels. As a result, the District plans continue parent communication efforts as outlined in Goal 2. Per parent request, the district also plans to expand the use of digital communication through applications such as Twitter, Remind101, and Peach Jar to meet the increased demand for instantly accessible information. The district plans to continue to utilize existing methods of communication such as flyers, newsletters, and phone dialers to communicate important parent information, such as the reclassification method of English Learners. Finally, parent feedback prompted the district to analyze the existing auto-dialer system, Blackboard Connect, which resulted in a choice to change providers for this service to Aeries Loop as outlined in Goal 2, Action 1.

Parent survey and committee meeting notes indicated that Spanish speaking parents would like to see the District continue to provide ESL and technology classes for parents. WUSD will continue to fund these classes as outlined in Goal 2, Actions 2,4, and 5.

3) Improving Student Achievement for All Students:
Community and committee meeting notes indicated that parents would like to see an increased efforts to raise the achievement of English Learners across school sites. This included input about involving parents in the reclassification process. As a result, WUSD plans to continue to provide standards aligned ELD curriculum as outlined in Goal 1, Action 3. WUSD will also provide intervention curriculum designed to assist English Learners as outlined in Goal 3, Action 3. WUSD will also provide professional development for teachers as outlined in Goal 1, Action 5. WUSD will continue to instruct and inform parents about reclassification requirements through communication efforts outlined in Goal 2, Actions 1 and 5.

Community and committee meeting input indicated that stakeholders would like to see increased teacher training in multiple areas; including, Mathematics, literacy, and special education. The District will utilize appropriate resources, including the hiring of academic coaches and consultants in order to train teachers to implement effective Mathematics instruction as outlined in Goal 3, Action 19.

Survey results indicated that stakeholders would like to see continued efforts to assist students with meeting graduation requirements. As a result, the District, in coordination with the high school principal, analyzed existing programs and resources at the high school and has decided to restructure support services to maximize effect. Intervention specialists will be assigned caseloads of struggling students in order to provide continuous support specifically towards graduation as outlined in Goal 3, Action 2. The District will continue to support the graduation efforts of traditionally at risk students through the AVID program as outlined in Goal 3, Action 8. In analyzing this data further, WUSD realizes the need to focus graduation support efforts in the Alternative Education environment. WUSD is currently considering restructuring the Alternative Education program to better support students in this environment.

4) Maintaining a Safe and Positive School Climate:
Survey results and meetings with parents and students indicated that parents, students, and community members at American Union Elemetnary School would like to see that the school continue to evaluate the School Safety Plan to prevent or respond to any incidents in a systematic method.

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 1

(Aligned to State Priority 1, 2, 7)

1. DISTRICT GOAL:
The Washington Unified School District will provide a collaborative educational environment that effectively recruits, trains, supports, and retains highly effective teachers and provides all students the basic services and materials needed to participate successfully in a 21st Century educational experience.

SITE GOAL:
All teachers will teach the ELA/ELD Standards by using resources from Units of Study, Reach for Reading Curriculum, and Guided Reading. Teachers will receive continued training on Eureka math from on-site academic coaches. Teachers will have regular training in ELA and ELD from academic coaches, consultants, and curriculum specialists.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
SBAC performance in both ELA and Math are below the state average. The school is 12 points from a level 3 in ELA and 35 points from a level 3 in math. Although the school increased these scores significantly in the past year, there is still improvement needed in both areas.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
1. Provide fully credentialed teachers with no misassignments or vacancies as measured by HR personnel audit.	2016-17 HR data shows that 5 teachers are on a STSP, Waiver, or PIP and 7 are Interns. The rest are fully credentialed. This amounts to 91.5% of our teaching staff being fully credentialed. There are no vacancies and there is a .14 FTE misassignment this year.	WUSD will increase the percentage of credentialed teachers by 1% and keep the number of misassignments and vacancies below 1%.
2. Maintain access for all students to standards-aligned instructional materials as measured by the Williams Act report.	All students have access to standards-aligned instructional materials in the 2016-17 school year. (Source: SARC 2016)	100% of students will have access to standards-aligned instructional materials.
3. All facilities will be maintained in "good or exemplary" repair as rated by the annual Facilities Inspection Tool (FIT).	All sites are in "good or exemplary" repair according to the most recent FIT reports for each site. (Source: SARC: 2016)	100% of facilities will be maintained in "good or exemplary" repair.
4. State standards will be fully implemented as verified by data collection obtained through routine classroom walk-throughs.	District data shows that 100% of courses are using the most current state standards to guide their curriculum.	100% of courses will be taught using the most recently adopted state standards.
5. English Learners will receive systematic designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walk-throughs.	Master Schedules at each site show that there is a systemic approach to Designated ELD. Walk-through data shows that appropriate strategies for ELD students are integrated throughout the day in all subject areas.	5. All schools will implement systematic ELD support for 100% of ELs.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Alignment to Standards 1. Site administrators (daily) will visit classrooms and maintain observation data using the district walk through form to verify that standards aligned quality instruction is taking place to address the needs of all learners, including English learners and students with disabilities.		August - June Daily: Conduct classroom observations and provide immediate feedback to teachers Weekly: Analyze data at the site level Monthly: Analyze data at the district level Annually: Analyze yearlong data to inform professional development	Principal Learning Director	Principal	LCFF - Base	103007
2. Alignment to Standards 2. All teachers will post the standards aligned learning objective at the beginning of each lesson, communicate it to students, and design a formative assessment to determine mastery.		August-June Daily: Post Learning Objective and communicate it to students.	Teachers	All teachers	LCFF - Base	881699
3. Alignment to Standards 3. All students, including English learners and Students with Disabilities, will have access to core materials and interventions as needed.		Annually and as needed Annually: District and Site admin will ensure sufficient instructional materials for core and all	Principal Learning Director Teachers			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
		students identified as needing intervention.				
4. Extended Learning Time 4. All strategic and intensive intervention students, including English Learners and Students with Disabilities will receive ELA intervention instruction during the school day, as well as during the After School Program.		ugust-June Daily/Weekly: Appropriate person provides identified intervention strategies/curriculum Annually: Examine academic progress to determine program effectiveness.	Principal Learning Director Teachers Inst. Assistants RSP teacher	Instructional Assistants	LCFF - Supplemental	38349
5. Extended Learning 5. Students in K-8 with identified special instructional needs will receive a program based upon their individual data ensuring appropriate accommodations and support as defined in their IEPs.		August-June Daily: RSP/SDC program as defined in students' IEPs Monthly: As needed to address IEP goals and required interventions Annually:	Principal Learning Director Social Worker Counselor Teachers RSP Teacher Inst. Assistants Psychologist Speech Therapist	Counselor	LCFF - Supplemental	58395
6. Monitoring 6. District-wide benchmark assessments will be administered three times each year by all teachers to monitor progress in ELA .		October-December-March Administer district ELA benchmark Weekly: Design/administ	District Admin Principal Learning Director Teachers Inst. Assistants	District assistance and oversite	LCFF - Supplemental	54085

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
		er formative assessments				
7. 7. Site administrators will examine daily schedules to verify they allocate the required instructional time in Language Arts.		August-June Weekly: Site admin check teacher lesson plans Annually: Develop master schedule to ensure the allocation of required instructional minutes	Principal Learning Director			
8. Monitoring 8. Site administrators and teachers will use a variety of Language Arts assessment data to appropriately place students in and out of tiered intervention classes.		August-June Daily: Teachers use checking for understanding and informal assessment to determine mastery Weekly: Teacher assess student Monthly: SST and IEP meetings Tri-annually: Reading Intervention teachers assess students' reading levels and place students into targeted reading intervention groups Annually: Assess student	Principal Learning Director Teachers			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
		placement and program need				
9. Monitoring 9. All teachers K-8 will meet with the principal at least twice each year for "Coaching Conversations" to analyze student data, determine student progress and assess instructional needs.		Bi-annually October and March: Meet one on one with teachers to review available data in order to determine student progress and assess instructional needs.	Principal Learning Director Teachers			
10. Technology 10. Students will be given an opportunity to use existing technology to practice literacy skills.		August-June Daily: Teachers use available technology to enhance instruction and students use available technology to practice literacy skills. Annually: District updates technology plan	District Admin Principal Learning Director Teachers Inst. Assistants IT	Technology upgrade, equipment, and installation	Common Core	
11. Technology 11. Identified students at grades K-8 will receive access to various approved software for intervention and enrichment instruction.		August-June Daily: Teachers use available technology to provide intervention/enrichment for identified students Annually:	District Admin Principal Learning Director Teachers Inst. Assistants RSP Teacher			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
		Evaluate program need and renew site licenses				
12. Staff Development 12. Teachers will meet by grade level to examine student work samples, monitor that students are mastering grade-level standards, and plan instruction for students not mastering grade level standards. Meetings will include all teachers K-8, including specialists and special education teachers. All team leads will submit agendas and minutes to site administration for review.		August-June Weekly: Teachers meet in grade level PLCs to monitor student performance data and develop plans for improvement. Bi-weekly: Site-Admin meet with grade level leads to ensure all teams make progress in the cycle of inquiry Annually: District and Site-Level admin meet to analyze data and determine program effectiveness.	Principal Learning Director Teachers Psychologist Counselor			
13. Staff Development 13. All teachers will receive professional development to reinforce research based strategies that provide access to learning.		August-June Weekly: PLC time (grade level specific sessions) Monthly: All-staff professional development sessions Annually:	District Admin. Principal Learning Director Teachers Other		Title II Part A: Improving Teacher Quality	1125

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
		District-led Staff Development				
14. Parent Involvement 14. Site administrators will ensure that teachers K-8 regularly inform parents of their child's academic progress through progress reports, parent/teacher conferences, promotion and retention conferences, and conferences related to a student academic progress.		August-June Weekly: As needed for parent-teacher communication Oct-April: Parent-Teacher-Conferences	Principal Learning Director Teachers			

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Goal 2	2. **DISTRICT GOAL:** The Washington Unified School District will operate with strong parent and community involvement, including efficient and effective communication and opportunities for parents to participate in their own educational development. **SITE GOAL:** American Union will highlight the achievements of students through regular newsletters, on-campus displays, flyers, signs, Facebook, and the weekly phone dialers. AU will also post information and updates online and through our website which will populate in the district app. At school events, administration will invite and encourage parents to get involved in any way possible on campus.
(Aligned to State Priority 1, 2)	**Identified Need:** Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable. **SITE:** Parents have asked for increased opportunities for involvement and parent education. AU will look for continued opportunities for parent workshops including parenting, college readiness, health, and early literacy. In addition, AU will reach out to parents to inform them of the parent education opportunities offered in the district.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
1. Facilitate parent involvement through Parent Involvement Google Reporting Form.	3286 recorded parent contacts	3500 recorded parent contacts
2. Provided 6 English acquisition and parenting skills classes for parents.	Provided 6 English acquisition and parenting skills classes for parents.	Provided 6 English acquisition and parenting skills classes for parents.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	**Funding Source**	**Amount**
1. Alignment to Standards 1. Site administrators (daily) will visit classrooms and maintain observation data using the district walk through form to verify that standards aligned quality instruction is taking place to address the needs of all learners, including English learners and students with disabilities.		August - June Daily: Conduct classroom observations and provide immediate feedback to teachers	District Admin. Principal Learning Director			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
		Weekly: Analyze data at the site level Monthly: Analyze data at the district level Annually: Analyze yearlong data to inform professional development				
2. Alignment to Standards 2. All teachers will post s standards aligned learning objective at the beginning of each lesson, communicate it to students, and design a formative assessment to determine mastery.		August-June Daily: Post Learning Objective and communicate it to students.	Teachers			
3. Alignment to Standards 3. All students, including English learners and Students with Disabilities, will have access to core materials and interventions as needed.		Annually and as needed Annually: District and Site admin will ensure sufficient instructional materials for core and all students identified as needing intervention.	District Admin Principal Learning Director Teachers			
4. Extended Learning Time 4. All strategic and intensive intervention students, including English Learners and Students with Disabilities will receive Math intervention instruction during the school day, as well as during the		August-June Daily/Weekly: Appropriate person provides identified intervention	Principal Learning Director Teachers Inst. Assistants RSP teacher			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
After School Program.		strategies/curriculum Annually: Examine academic progress to determine program effectiveness.				
5. Extended Learning 5. Students in K-8 with identified special instructional needs will receive a program based upon their individual data ensuring appropriate accommodations and support as defined in their IEPs.		August-June Daily: RSP/SDC program as defined in students' IEPs Monthly: As needed to address IEP goals and required interventions Annually:	District Admin Principal Learning Director Social Worker Counselor Teachers RSP Teacher Inst. Assistants Psychologist Speech Therapist			
6. Monitoring 6. District-wide benchmark assessments will be administered by all teachers in Math three times each year.		October-December-March Administer district ELA benchmark Weekly: Design/administer formative assessments	District Admin Principal Learning Director Teachers Inst. Assistants			
7. Monitoring 7. Site administrators will examine daily schedules to verify they allocate the required instructional time in Math.		August-June Weekly: Site admin check teacher lesson plans Annually: Develop master schedule to	Principal Learning Director			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
		ensure the allocation of required instructional minutes				
8. Monitoring 8. Site administrators and teachers will use a variety of Math assessment data to appropriately place students in and out of tiered intervention classes.		August-June Daily: Teachers use checking for understanding and informal assessment to determine mastery Weekly: Teacher assess student Monthly: SST and IEP meetings Tri-annually: Reading Intervention teachers assess students' reading levels and place students into targeted reading intervention groups Annually: Assess student placement and program need	Principal Learning Director			
9. Monitoring 9. All teachers K-8 will meet with the principal at least twice each year for "Coaching Conversations" to analyze student data, determine student progress and assess instructional needs.		Bi-annually October and March: Meet one on one with teachers to review available data in order to determine	Principal Learning Director Teachers			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
		student progress and assess instructional needs.				
10. Technology 10. Students will be given an opportunity to use existing technology to practice math skills.		August-June Daily: Teachers use available technology to enhance instruction and students use available technology to practice literacy skills. Annually: District updates technology plan	District Admin Principal Learning Director Teachers Inst. Assistants IT			
11. Technology 11. Identified students at grades K-8 will receive access to various approved software for intervention and enrichment instruction.		August-June Daily: Teachers use available technology to provide intervention/enrichment for identified students Annually: Evaluate program need and renew site licenses	District Admin Principal Learning Director Teachers Inst. Assistants RSP Teacher			
12. Staff Development 12. Teachers will meet by grade level to examine student work samples, monitor that students are mastering grade-level standards, and plan instruction for students not mastering grade level standards. Meetings will		August-June Weekly: Teachers meet in grade level PLCs to monitor student performance	Principal Learning Director Teachers Psychologist Counselor			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
include all teachers K-8, including specialists and special education teachers. All team leads will submit agendas and minutes to site administration for review.		data and develop plans for improvement. Bi-weekly: Site-Admin meet with grade level leads to ensure all teams make progress in the cycle of inquiry Annually: District and Site-Level admin meet to analyze data and determine program effectiveness				
13. Staff Development 13. All teachers will receive professional development to reinforce research based strategies that provide access to learning.		August-June Weekly: PLC time (grade level specific sessions) Monthly: All-staff professional development sessions Annually: District-led Staff Development	District Admin. Principal Learning Director Teachers Other			
14. Parent Involvement 14. Site administrators will ensure that teachers K-8 regularly inform parents of their child's academic progress through progress reports, parent/teacher conferences, promotion and retention conferences, and conferences related to a student academic progress.		August-June Weekly: As needed for parent-teacher communication Oct-April: Parent-Teacher-Conferences	Principal Learning Director Teachers			

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Goal 3

(Aligned to State Priorities 1, 2, 4, 7)

DISTRICT GOAL:
The Washington Unified School District will be a district of academic excellence that provides equity and access for all students in all subgroups, utilizing academic rigor through best first instruction and systematic intervention to ensure that all students graduate college and career ready.

SITE GOAL:
1. ELA scores will improve by 7% by the end of the 2017-18 school year to 50% meets or exceeds standard.
2. Math scores will improve by 9% on the SBAC for the 2017-18 to 40% meets or exceeds standard.
3. Maintain our EL reclassification rate at 50% in order to continue to decrease the number of LTELS.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
SBAC performance in both ELA and Math are below the state average. The school is 12 points from a level 3 in ELA and 35 points from a level 3 in math. Although the school increased these scores significantly in the past year, there is still improvement needed in both areas.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
1. WUSD will increase student achievement in math as measured by SBAC scores meeting or exceeding standard.	WUSD had 16% of its students meet/exceed standard on the Math SBAC in 2016. Each individual grade level ranged from 8% - 22%.	On the Math SBAC 2017-18, each grade level will grow at least 5% with an overall district score of at least 22% meet/exceeds standard.
2. WUSD will increase student achievement in English Language Arts as measured by SBAC scores meeting or exceeding standard.	WUSD had 31% of its students meet/exceed standard on the ELA SBAC in 2016. Each individual grade level ranged from 16% - 50%	On the ELA SBAC 2017-18, WUSD will increase its overall district score by 5% to 36%.
3. WUSD will meet or exceed the state average for English Learner progress toward English Proficiency by 5% annually as measured by the annual State English Language Proficiency Exam.	WUSD had on average 47.3% of English Learners meeting English Proficiency target levels on CELDT. In 2016-2017 an average of 5.05% of English Learners moved towards English Proficiency as compared to 2015-2016.	WUSD will meet or exceed the state average for English Learner progress toward English Proficiency by 5% in 2017-2018
4. WUSD English Learner reclassification rate will meet or exceed the state average by 5% annually as measured by district criteria.	According to the LCFF State Priorities Snapshot, WUSD's percent of English Learner reclassification rate is 5%.	English Learner reclassification rate will meet or exceed state average by 5% in 2017-2018.
5. The percent of students scoring a 3 or higher on Advanced Placement exams will increase annually.	In the 2015-16 school year, 30.5% of students who took an AP exam received a score of 3 or higher.	The percent of students scoring a 3 or higher on Advanced Placement exams will increase by 1%.
6. The A-G completion rate at Washington Union High	In 2015-16, the A-G completion rate for Washington	The A-G completion rate will remain above the state

School will continue to remain above the state average.	Union High School was 49% which exceeded the most recently reported state average of 43% (www.ppic.org) by 6%.	average.
7. The percent of students ready for college level coursework as measured by the EAP will increase annually in both ELA and Math.	On the 2016 SBAC, 42% of WUSD's 11th graders scored ready or provisionally ready for college level coursework in English Language Arts on the EAP. 12% scored ready or provisionally ready for college level coursework in Math on the EAP.	The percent of students ready for college level coursework as measured by the EAP will increase by 2% in both ELA and Math.
8. All students will have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.	According to Master Schedules at each site, 100% of WUSD's students have access to a broad course of study.	100% of students, including all subgroups will have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.
9. The percent of students completing a CTE course sequence will continue to increase.	In 2015-16, 7% of WUSD's graduates completed a CTE course sequence.	The percent of students completing a CTE course sequence will increase by 3% to 10%.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Alignment with Standards 1. Teachers will have students write across all curricular areas		August-June Daily:	Teachers	All teachers		
2. Alignment to Standards 2. Teachers will use locally developed writing rubrics in grades K-1 and the Smarter Balanced Writing rubrics in grades 2-8.		Aug-June daily	Teachers	All teachers		
3. Materials and Strategies 3. Teachers will use Step Up to Writing strategies to support specific standards in the areas of writing.		Aug-June daily	Teachers	All teachers		
4. Staff Development 4.Teachers will use designated PLC time to examine student writing, share results, and plan instruction.		Aug-June Weekly	Teachers	Late Start Wednesday		
5. Professional Development 5.The District and site will continue to provide professional development in writing		Aug-June as available	Teachers	Conferences		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
6. Technology 6.Students will have access to technology to gain proficiency in on-line writing skills.		Aug-June daily	Teachers Students	Software programs		

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Goal 4 **(Aligned to State Priorities 4, 8)**	**DISTRICT GOAL:** The Washington Unified School District will be a place where all students in all subgroups are actively engaged in a safe and positive school climate reflecting the diversity of our district as our strength. **SITE GOAL:** 1. By June of 2018, the Chronic Absenteeism rate for American Union will decrease to 5% for the 2017-2018 school year. 2. By June 2017, AU will increase the ADA rate to 96.5%. 3. By June 2017, AU will decrease the suspension rate to 1.5%.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Plan to address the suspension rate:
1. The PBIS team will met monthly to review data and discipline practices.
2. A restorative practice model will be implemented with fidelity to support students from re-offending
3. The counseling team will push into classrooms to provide classroom lessons on various behavior concerns to prevent any incident from occurring.

Plan to address the absence rates:
1. Reports on excessive absences will be run on a weekly basis to prevent chronic absenteeism.
2. Counselor will make personal outreach to all students once they have missed 5% of school days.
3. Administration will do a student presentation relating to school attendance.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
1. Maintain the District attendance rate at or above 95%.	As of April 2017, WUSD's School Year Attendance data shows an attendance rate of 95.05%. (Months 1-9) 2015-16 School Year Attendance data shows an attendance rate of 94.95%. (Months 1-11) 2014-15 School Year Attendance data shows an attendance rate of 93.82%. (Months 1-11)	Maintain the District attendance rate at or above 95%.
2. Decrease Chronic Absenteeism rate	As of April 2017, WUSD's chronic absenteeism rate for	The chronic absenteeism rate will decrease by .5%.

	the 2016-17 school year is at 10. 7% WUSD's chronic absenteeism rate for 2015-16 was 10.6% WUSD's chronic absenteeism rate for 2014-15 was 18%	
3. Continue to exceed the state high school graduation rate at Washington Union High School and increase in Alternative Education programs.	In 2015-16, Washington Union High School's graduation rate was 94%, WUSD's Alternative Education graduation rate was 52%. The state graduation rate for that same year was 83.2%. In 2014-15, Washington Union High School's graduation rate was 92.4%. WUSD's Alternative Education graduation rate was 37.4%. The state graduation rate for that same year was 82.3%.	Continue to exceed the state high school graduation rate at Washington Union High School and increase by 3% in Alternative Education programs.
4. Decrease the number of high school dropouts at both Washington Union High School and in Alternative Education programs.	In the 2015-16 cohort, Washington Union High School reported 8 dropouts. In WUSD's Alternative Education programs, there were 28 cohort dropouts. In the 2014-15 cohort, Washington Union High School reported 10 dropouts. In WUSD's Alternative Education programs, there were 41 cohort dropouts.	WUSD will decrease the number of students who drop out of school by 1%.
5. Reduce the number of students who are suspended annually overall and for each subgroup	As of April 2017, Out of School Suspension rate: 220 incidents 2015-16 Out of School Suspension rate: 292 incidents 2014-15 Out of School Suspension rate: 442 incidents In 2014-15, the suspension rate for WUSD was 9.1% as reported on the Five-by-Five Placement Report. The subgroup breakdown is as follows: English Learners: 7.8% Socioeconomically Disadvantaged: 9.4% Students with Disabilities: 16.3% American Indian: 8.3% Asian: 3% African American: 21% HIspanic: 8.4% Two or More Races: 5.3% White: 6.8%	The suspension rate will be reduced by 1% overall. The suspension rate for African American students will decrease by 4%. The suspension rate for students with disabilities will decrease by 3%.
6. Reduce the number of students who are expelled annually overall and for each subgroup	As of April 2017, the total number of students expelled for the 2016-17 school year is 3. Expulsions by sub-group: Hispanic: 3	Reduce the number of students expelled overall by 1.

	The total number of students expelled in 2015-16 was 5 students. Expulsions by sub-group: Hispanic: 4 African American: 1	
7. Continue to exceed the state average for Middle School Dropout Rates at West Fresno Middle School.	As of June 2017, the total number of students who dropped out of Middle School in WUSD was 0.	Continue to exceed the state average for Middle School Dropout Rates at West Fresno Middle School. Dropout rates at West Fresno Middle School will remain at 0 students.
8. Increase the number of students who report feeling safe at school according the the Healthy Kids Survey Results.	As of April 2016, the total number of students who stated they felt safe at school according to the Healthy Kids Survey results was 85.4%.	The number of students who state they feel safe at school according to the Healthy Kids Survey Results will increase by 5%.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Alignment to Standards 1. All EL students will receive daily English Language Development instruction at their assessed Language level in order to acquire English and meet AMAO targets.		August-June Daily: English Language Development Annually: CELDT assessment	Principal Learning Director Teachers Instructional Aides			
2. Materials and Strategies 2. Teachers will provide differentiated instruction, SDAIE,vocabulary development, and questioning strategies to assist English Learners in mastering grade level standard.		August-June Daily: SDAIE strategies and differentiated instruction for EL students Weekly: Content area assessments Monthly: review of intervention data Annually: CEDLT assessment; redesignation of EL students	District Admin Principal Learning Director Academic Coach Other _____			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
3. Materials and Strategies 3. Teachers will provide ample opportunities for EL students to listen, speak, read and write during each lesson.		Aug-June Daily	Teachers			
4. Use of Technology 4. Teachers will provide increased access to technology to improve ELD and content area instruction to actively engage English language learners in learning.		Aug-June Daily	Site administrators Principal Learning Director Teachers IT	Rosetta Stone		
5. Professional Development 5. All teachers will receive professional development in SDAIE and scaffolding strategies to ensure EL students have access to the core curriculum		Aug-June as available	Site administrators Principal Learning Director Other			
6. Parent Involvement 6. The district/school will provide family literacy, parent outreach, and training activities designed to assist parents to become active participants in the their children education.		Aug-June Monthly	Site Principal Learning Director	Parent Literacy Night Advisory Committee training		

Eight State Priorities 2017-18

I.   **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

II. **Implementation of State Standards**: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

IV. **Pupil achievement**: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

V.   **Pupil engagement**: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

VIII.**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

Appendix A - School and Student Performance Data Forms

CAASPP Results for All Students

English Language Arts/Literacy

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
Overall Participation for All Students												
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	33	40	39	32	39	38	32	39	38	97.0	97.5	97.4
Grade 4	45	28	41	44	28	40	44	28	40	97.8	100	97.6
Grade 5	25	45	28	24	44	28	24	44	28	96.0	95.6	100
Grade 6	39	24	44	36	23	43	36	23	43	92.3	95.8	97.7
Grade 7	24	36	24	20	34	24	20	34	24	83.3	94.4	100
Grade 8	33	25	34	27	20	33	27	20	33	81.8	80	97.1
All Grades	199	198	210	183	188	206	183	188	206	92.0	94.4	98.1

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
Overall Achievement for All Students															
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2423.2	2422.2	2390.2	31	15	5.26	9	23	15.79	28	44	39.47	31	18	39.47
Grade 4	2429.3	2450.4	2472.2	16	21	17.50	11	18	35.00	25	29	30.00	48	32	17.50
Grade 5	2470.9	2475.8	2492.9	8	9	14.29	25	30	32.14	21	27	21.43	46	34	32.14
Grade 6	2488.4	2475.0	2520.3	6	0	13.95	28	26	30.23	31	30	34.88	36	43	20.93
Grade 7	2520.6	2547.3	2525.4	10	12	8.33	30	38	25.00	25	29	41.67	35	21	25.00
Grade 8	2499.9	2550.5	2577.4	0	10	12.12	26	40	42.42	22	30	30.30	52	20	15.15
All Grades	N/A	N/A	N/A	13	12	12.14	20	29	30.10	26	32	33.01	42	28	24.76

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	13	5.26	44	56	42.11	31	31	52.63
Grade 4	20	18	20.00	30	46	67.50	50	36	12.50
Grade 5	13	9	25.00	33	52	53.57	54	39	21.43
Grade 6	6	4	18.60	56	57	44.19	39	39	37.21
Grade 7	10	21	4.17	50	56	58.33	40	24	37.50
Grade 8	7	25	33.33	30	45	36.36	63	30	30.30
All Grades	14	14	17.96	40	53	50.00	46	33	32.04

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	13	7.89	44	59	50.00	25	28	42.11
Grade 4	18	25	15.00	43	46	57.50	39	29	27.50
Grade 5	13	16	21.43	67	45	53.57	21	39	25.00
Grade 6	8	0	23.26	53	43	48.84	39	57	27.91
Grade 7	20	18	20.83	45	65	58.33	35	18	20.83
Grade 8	4	35	18.18	44	40	66.67	52	25	15.15
All Grades	16	17	17.48	49	51	55.34	36	32	27.18

Listening
Demonstrating effective communication skills

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	13	5.26	56	67	71.05	28	21	23.68
Grade 4	9	11	17.50	66	71	70.00	25	18	12.50
Grade 5	13	11	10.71	71	75	57.14	17	14	32.14
Grade 6	8	13	11.63	78	70	62.79	14	17	25.58
Grade 7	15	18	12.50	60	68	45.83	25	15	41.67
Grade 8	7	5	18.18	56	75	75.76	37	20	6.06
All Grades	11	12	12.62	65	71	65.05	24	17	22.33

Research/Inquiry
Investigating, analyzing, and presenting information

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 3	28	23	18.42	50	62	52.63	22	15	28.95
Grade 4	11	18	20.00	43	57	62.50	25	25	17.50
Grade 5	13	27	21.43	63	52	50.00	25	20	28.57
Grade 6	17	13	25.58	61	57	48.84	22	30	25.58
Grade 7	15	15	20.83	50	71	54.17	35	15	25.00
Grade 8	7	5	30.30	63	75	60.61	30	20	9.09
All Grades	15	19	22.82	54	61	54.85	26	20	22.33

Conclusions based on this data as it relates to making progress in meeting the school goals.

1. Students perform better in listening and research/inquiry than in reading and writing.

2. Majority of students are at or near standard.

3. Majority of students are not reading at grade level.

Mathematics

Overall Participation for All Students

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	33	40	39	32	39	39	32	39	39	97.0	97.5	100
Grade 4	45	28	41	44	28	40	44	28	40	97.8	100	97.6
Grade 5	25	45	28	24	44	28	24	44	28	96.0	97.8	100
Grade 6	39	24	44	36	23	44	36	23	44	92.3	95.8	100
Grade 7	24	36	24	20	34	24	20	34	24	83.3	94.4	100
Grade 8	33	25	34	27	20	33	27	20	33	81.8	80	97.1
All Grades	199	198	210	183	188	208	183	188	208	92.0	94.9	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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2435.3	2414.3	2408.3	6	3	7.69	44	31	28.21	28	44	33.33	22	23	30.77
Grade 4	2429.9	2452.3	2476.3	5	7	5.00	16	21	30.00	36	43	55.00	43	29	10.00
Grade 5	2452.9	2455.4	2501.8	8	7	17.86	8	7	17.86	17	34	28.57	67	52	35.71
Grade 6	2472.7	2461.0	2487.8	3	9	11.36	14	0	13.64	44	30	31.82	39	61	43.18
Grade 7	2486.6	2519.6	2505.8	0	3	4.17	30	21	20.83	20	53	37.50	50	24	37.50
Grade 8	2466.1	2515.3	2546.7	0	5	3.03	11	10	24.24	22	45	51.52	67	40	21.21
All Grades	N/A	N/A	N/A	4	5	8.17	20	16	22.60	30	41	39.90	46	37	29.33

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	22	10	20.51	53	54	46.15	25	36	33.33
Grade 4	7	11	20.00	36	46	57.50	57	43	22.50
Grade 5	8	11	17.86	25	32	50.00	67	57	32.14
Grade 6	6	9	13.64	42	17	31.82	53	74	54.55
Grade 7	5	6	8.33	45	59	45.83	50	35	45.83
Grade 8	0	5	12.12	26	35	66.67	74	60	21.21
All Grades	8	9	15.87	38	42	49.04	54	49	35.10

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade Level									
Grade 3	31	10	15.38	34	69	38.46	34	21	46.15
Grade 4	11	18	7.50	41	54	72.50	48	29	20.00
Grade 5	8	7	21.43	29	36	35.71	63	57	42.86
Grade 6	8	4	15.91	42	39	45.45	50	57	38.64
Grade 7	10	9	4.17	40	56	58.33	50	35	37.50
Grade 8	7	10	3.03	37	55	66.67	56	35	30.30
All Grades	13	10	11.54	38	52	52.88	49	39	35.58

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	28	13	17.95	56	64	56.41	16	23	25.64
Grade 4	7	18	12.50	41	50	72.50	52	32	15.00
Grade 5	8	7	25.00	54	36	35.71	38	57	39.29
Grade 6	3	4	9.09	53	52	54.55	44	43	36.36
Grade 7	10	9	8.33	80	74	58.33	10	18	33.33
Grade 8	4	5	6.06	44	70	66.67	52	25	27.27
All Grades	10	10	12.98	52	56	58.17	38	34	28.85

Conclusions based on this data as it relates to making progress in meeting the school goals.

1. Students struggle most with concepts and procedures.
2. Majority students nearly met standard.
3. Students were strongest at communicating reasoning.

Appendix B – School Site Technology Plan

If making changes to Technology Plan result in a change of proposed expenditures of LCFF, Title I or Lottery, remember ABC: Adjust budget on Y drive, Budget Transfer and Change SPSA (which requires SSC approval). Important: Please note SSC approval date of change in Addendum box when noting changes to plan.

District Use Only

Department	Signature	Date
Educational Technology Verification		
Informational Technology Verification		
Administrative Director of IT/Ed Tech		
Executive Director of Elementary or Secondary		

- -

Schoolwide Vision as stated in the school site SPSA

At American Union, staff and students are guided through their vision statement.
Vision:
Be Your B.E.S.T.: Believe, Empower, Succeed, Together

As AU teachers, staff, students, and community members, we always want to be our best. As Eagles, we must believe in ourselves and each other. As teachers, we will empower all students each and every day. At American Union, all students will succeed, which can only happen when we all (parents, school, and community) work together!

Vision of how technology will enhance curriculum and instruction at your site:

The technology at the site provides a collaborative educational environment that effectively allows for teachers and students to participate fully in 21st Century educational experiences. Our vision is that students learn to utilize the tools provided in order to communicate, collaborate, create, and critically think in order to participate fully in society's future.

Technology Skills Necessary to Achieve School Site Vision:

This section will outline the necessary technology skills needed to accomplish the school site vision. These skills should include the skills of the stakeholders in your program such as Teachers, Students, Parents and Administrators.

The district has provided for advanced learning through the distribution of Chromebooks for student use. The use of computers allows for authentic and enhanced instruction that prepares students for the CAASPP as well as for college and careers. Students are taught how to type properly using a district purchased online typing program, they have access to educational apps, and are utilizing technology in all classrooms, TK - 8th grade. Continued skills, such as robotics and computer programming need to continue to be taught to both teachers and students.

Tools Already Available to Help Achieve School Site Vision:

This section will list tools already in place to achieve the school site's vision. This is the foundation where the school site will be building from in the next section. Please be explicit as possible as to which software and hardware is being used and for what purpose.

X	**Laptops**
	Mobile Devices
X	**Tablets**
X	**Robotics**
	Microcontrollers
	Micocomputers
	Prototype Printers
	Wearable Technology

Laptops are used in classrooms of K - 8th grade. Students in grades 3 - 8 are 1:1 with their devices. Students utilize their Chromebooks in all subjects and utilize the Google platform to collaborate, communicate, create, and critically think while engaging with content standards. These devices help enhance the curriculum, as many of the ELA and math curriculum resources can be accessed online. Students in grades K - 2 are 1:2 with devices. Teachers utilize the Chromebooks in these grade levels in small groups and for partner work. Tablets are utilized in TK and Special Education. These devices allow for students to access online supports and online apps geared towards their developmental needs. Robotics have been introduced to grade K-8 students using Lego purchased materials. The Lego Robotics technology is also utilized in the after school program and with GATE students. Students in grades 6-8 have the opportunities to participate in an Engineering elective. Students learn CAD programming and 3-D printing. Additionally, students K-6 participate in Project Lead the Way, which is project-based learning using NGSS standards. The curriculum is implemented on a tablet platform.

Tools Needed to Achieve School Site Vision:
This section will list necessary Tools needed to achieve the school site's visions.

X   **Laptops**

       Mobile Devices

X   **Tablets**

X   **Robotics**

       Microcontrollers

       Micocomputers

       Prototype Printers

       Wearable Technology

Continued purchasing of Laptop devices to get grades K - 2 1:1 would help achieve the school's vision by allowing for easier access to online supports with curriculum, as well as easier access to educational apps for the entire class at a time. Students would also more easily be able to access online literacy supports. Continued training in robotics and computer programming for teachers and students would enhance 21st century learning, as students should understand the connections between STEM activities and the future careers available to them.

Evaluation of the effectiveness of the plan on increasing student achievement and motivation:
In this section, school sites will need to describe how they will evaluate if the technology being used is effective, as well as if student motivation and/or achievement are increasing?

We will measure the technology used by student application usage reports. We can also determine if the technology is being used for the intended purpose by looking at reading scores of students in all grades.

On Going Professional Development:
Describe what type of ongoing professional development is needed in order to support teachers in making the school site's vision a success.

Teachers in grades K-8 continue to need training in how to implement STEM programs within their classrooms and align it to their current standards and curriculum. One of the priorities for American Union is STEAM integration.

Complete the following chart to create a basic timeline that shows how you will be implementing technology to support your vision. It is important to list out projected dates and funding sources to determine feasibility of the program. Please plan your purchases before March to make sure you get the full use of technology at your school site throughout the school year.

Timeline to Accomplish Goals

SPSA Reference Priority/Action	Project Task (be specific)	Proposed Date(s)	Responsible Person(s)	Target Group	Funding Source	Budget

Schedule to Accomplish Goals (Example)

SPSA Reference Priority/Action	Project Task (be specific)	Proposed Date(s)	Responsible Person(s)	Target Group	Funding Source	Budget
1	Order 30 new student Chromebooks	Fall 2015	Debbie Latteri, Mike Goff, Mike Fury	EL Low Income and Foster Youth	LCFF Supplemental	$12,000
2	Install wireless throughout the campus and front patio	Fall 2015	Mike Fury, Reid Cameron	All students and staff	Donations	$30,000
3	Order 30 IPads for reading support class	Fall 2015	Debbie Latteri, Mike Goff, Mike Fury	At Risk Students	Title 1	$15,000
4	Ongoing IPad training (cost for extra earnings)	Fall 2015 to Spring 2016	Debbie Latteri, Apple Professional Development Program	All reading support teachers	Title 1	$4,500

Addendum

Appendix C - School Site Council Membership (American Union Elementary School)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role	Signature
Kristen Susoev	Parent or Community Member	
Stephanie Huff	Parent or Community Member	
Priscilla Herrera	Parent or Community Member	
Lilia Gutierrez	Parent or Community Member	
Martha Manzo	Parent or Community Member	
Yolanda Dias	Classroom/Teacher	
Kristen Pestorich	Classroom/Teacher	
Kim Jepsen	Classroom/Teacher	
Heather Gomez	Principal	
Ann Ortiz	Other School Staff	

(43) 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.

Appendix D - Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

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

3.   The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

    X   English Learner Advisory Committee

                                                     Signature

    X   PTA/Parent Organization

                                                     Signature

           Department committee/Student Council/ASB

                                                     Signature

           Departmental Advisory Committee (secondary)

                                                       Signature

           Other committees established by the school or district (list):

                                                     Signature

4.   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.

5.   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.

6.   This SPSA was adopted by the SSC at a public meeting on 2/1/18.

Attested:

Heather Gomez, Ed.D.

Typed Name of School Principal   Signature of School Principal   Date

Stephanie Huff

Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Appendix E - Stakeholders – List the names and positions of individuals consulted to build school site plan.
Suggested Participants – Administrators, Educators, Parents, and Students.

Title	Name
Principal	Heather Gomez
School Secretary	Ann Ortiz
Teacher	Kim Jepsen
Teacher	Yolanda Dias
Teacher	Kristen Pestorich
Parent	Stephanie Huff
Parent	Kristen Suveov
Parent	Priscilla Herrera
Parent	Lilia Gutierrez
Parent	Martha Manzo