

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	Washington Union High School		
CDS Code	1076778 1038306		
Revision Date	December 2016		
Superintendent			
Contact Name and Title	John L. Sherron Principal	Email and Phone	jsherron@wusd.ws 559 485-8805
The District Governing Board approved this revision of the SPSA on			

The School’s Mission & Vision Statements

Mission Statement

Academically Successful- Students will demonstrate a connection between education and life by using comprehensive skills in reading, writing, oral communication, mathematics, and critical thinking to solve personal, community and global problems. By doing so, each student will leave WUHS with skills needed to succeed in college and/or career.

Responsible citizens- Students will demonstrate positive character traits that contribute to the quality of the school and community and understanding of world viewpoints, the interpersonal skills necessary to work collaboratively in a diverse setting.

Part of an Engaged Campus- Students, staff and parents will work together to promote membership in the classroom, athletics, campus clubs, extra curricular activities, and leadership teams to strengthen the campus culture.

Vision Statement- great futures begin at Washington Union High School, a place where all students are educated and empowered for success.

The School's Theory Of Action

SCHOOL PROFILE

The City of Fresno, with a population in excess of 500,000 is located in the heart of the San Joaquin Valley, one of the fastest growing regions in California. The city is surrounded by ranches, farms, and dairies that annually produce billions of dollars in agricultural commodities. Washington Union High School is located in the unincorporated area of Easton, a few miles south of Fresno. The district encompasses the southwest area of the Fresno City limits, which has one of the highest poverty rates in the nation. Easton, population 1800, is a predominately rural community that has remained relatively unaffected by growth that is occurring on the perimeter of the city of Fresno. Washington Union High School serves as a focal point in a community where change occurs slowly. Many families have lived in the area for generations and perceptions about the school are deeply held.

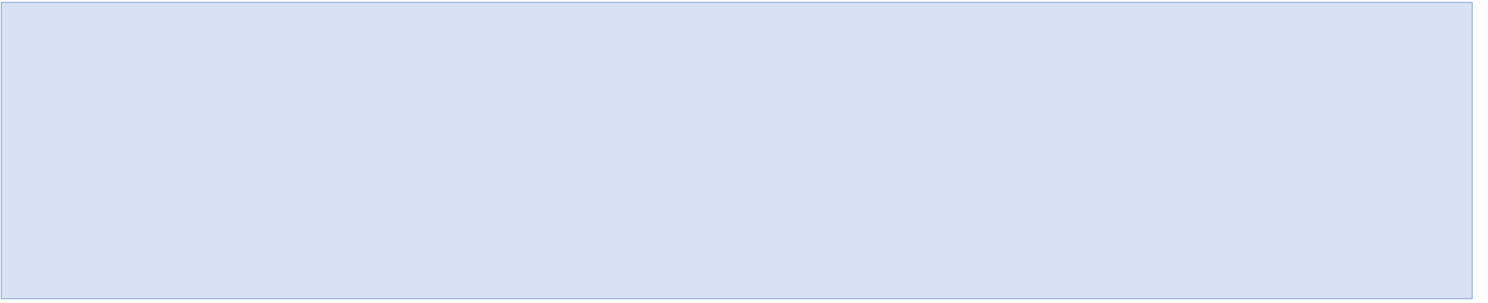
Washington Union High School is a comprehensive 9 – 12 public high school. The school continues to experience moderate growth. The current enrollment is approximately 1,069 students. The physical plant is operating near capacity. Remodeling took place to expand instructional space in 2014.

The student body is ethnically diverse with the four most represented groups being Hispanic (78.20%), Caucasian (5.89%), Black (5.89%), and Asian (8.04%) and American-Indian (.94%). The school has a significant number of special needs students. WUHS is a school-wide Title I school. Currently 1,069 students (100%) are classified as Title 1, 223 students are Limited English Proficient (LEP), 86 students are Migrant, and 84 are Special Education students (RSP).

Washington Union is a student-centered high school, which promotes a safe and nurturing environment where students can learn and prepare for the future. The school administration has been proactive in implementing organizational, curricular, and methodological improvements. Washington Union promotes strong teacher-student relationships and innovative instructional strategies. In order to develop a rigorous, meaningful curriculum, the school has adopted Senior Projects, Panther Pathways, Academic Decathlon, AVID, Health Institute, Law and Justice Institute, Wonderful Agriculture Preparatory Institute, and Honors and Advanced Placement Courses. Freshman entering below grade level in reading participate in a year-long instructional program, and typically show substantial gains on benchmark reading assessments conducted throughout the year.

Washington Union is a leader in technology. Over the last two years we have re-cabled all fiber and cat5 and replaced the main switch gear twice. We currently have 800 student devices on campus. There is at least one computer in every classroom, every teacher has a laptop, and all stations have high speed Internet access. Certain areas such as the Business Department have extensive computer labs. Additional labs are available in the Agriculture Technology Center, Career Technology Center, Health Institute, and Library Media Center. The staff is undergoing professional development in order to integrate technology throughout the curriculum.

Student achievement data at Washington Union validates the success of our educational reform efforts. ELA proficiency rates on the SBAC are 59% met or exceeded standard. This is above district average and similar schools in our area. However, math proficiency levels are lower than desired with 16% of our students meeting or exceeding standards. Academic data provided by the colleges indicates that WUHS graduates are succeeding in college. Washington Union offers a strong extra-curricular program, which provides students with growth opportunities beyond the classroom. 57% of our students are enrolled in a college or career prep program such as Ag Prep Institute, Law and Justice Institute, Health Institute, and AVID. Approximately 70% of the student body is participating in Associated Study Body activities or athletics. Numerous clubs are available to meet varied student interests. Co-curricular programs such as Band, FFA, AVID, Link Crew, Health Institute, Entrepreneurship and Academic Decathlon provide opportunities where students have received numerous awards and recognition. The traditionally strong athletic program is thriving.



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. Title I Schools: 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.

1. Based on the data from the CA School Dashboard, Washington Union High School has two areas that we are the most proud of. The first area, is our overall graduation rate and the graduation rate of the African American sub group. Our overall graduation rate is 94% and we increased 2.5% from the previous year. Furthermore, our African American graduation rate is 92.3% with an increase of 16.7% from the previous year. Washington Union High School has a 250:1 student to counselor ratio and a 250:1 student to Intervention Specialist ratio. Specifically, each of the four high school counselors meet with each student each academic year of high school to review the students progress towards graduation and to discuss the courses the student has completed and will complete for the upcoming school year. Also, parents are invited to the meeting to ensure parent/student engagement is as high as possible. Washington Union will continue this practice because it has a direct impact on our graduation rate. To continue to increase this rate, we will constantly review our data throughout the school year to continually bring awareness to how our student body is progressing towards graduation. With a continual look at our data and a robust monitoring system it will allow for our Intervention Specialists to step in and add another layer of support for students. Intervention Specialists on our campus main goal is to monitor students who are struggling and support them through the process. Intervention Specialists routinely monitor student grades and progress in the students classes. Intervention Specialists will call students into the office counsel the student, perhaps place on an after school study zone contract, work with the students teachers, and ensure parents understand the progress of the student. These practices at Washington Union High School ensure that students are monitored and supported throughout their high school experience. In discussing graduation rate, the African American graduation rate increased by 16.7% which is a direct correlation between the graduation rate and all the layers of support we provide students on our campus.

The second area that Washington Union is most proud of is our progress with our English Language Learners (ELL). During the 2016-17 school year, our EL population had an 89.2% rate of making progress towards English proficiency. This was an increase of 18.2%. To maintain this progress and actually build upon our success, Washington Union will continue to support our teaching staff with a comprehensive system of professional development in accordance with Washington Unified School District. The School District has committed a significant amount of resources in hiring a consultant for the past two years that primarily focused on lesson design and delivery. Through this process, Washington Union continued the professional learning focused on lesson design and delivery. For the 2017-18 school year, the focus for Washington Union remains on lesson design and student engagement. Furthermore, Washington Union created a Literacy Team comprised of ten teachers. The primary focus of this team is to train the entire staff on the California Literacy Standard and to ensure writing across the curriculum occurs on a routine basis. Writing samples are then collected, analyzed, and next steps developed to ensure the entire staff can support students with the literacy standards. With the robust system of professional development firmly in place, our EL population is constantly met with classroom strategies that are effective for student achievement.

2. Washington Union High School has a socioeconomically disadvantaged population of 85.6% and an ELL population of 28.6%. With these percentages, it is clear that any actions that we take as a school will effect the majority of students on our campus. The services/actions for our students in this category has had a direct impact on student achievement. For the 2016-17 school year, we had a 59.16% met or exceeded standards on the ELA SBAC assessment and this was a 9% increase from the previous year. Specifically, as stated above we have a comprehensive system of professional development that includes research, content, delivery, data analysis, and action which has a profound effect on student achievement.

3. Washington Union High School is a Title 1 school. The actions and services that were provided via this funding source that had the most impact on student achievement was the dedication to our staff development program and the consultant that was hired to work directly with teachers that have the most impact on the overall program. Specifically, T4 Learning Consultant Mrs. Vicki Alterwitz was strategically placed with the teachers that comprise of our Literacy Team as mentioned above. The Literacy Team has been in existence for the past five school years. However, during the 2016-17 school year, the consultant met and completed cycles of plan the lesson, deliver the lesson and the debrief the lesson. Again, the cycle was conducted with members of our Literacy Team who then trained and worked with the entire staff to implement excellent lesson design and delivery with a focus on literacy. These actions and the funding of our Title 1 monies, has had a direct impact on student achievement at Washington Union.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall 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?

The CA Schools Dashboard indicates that Washington Union High School has an overall suspension rate of 7.8% and that is considered to be in the high category. Furthermore, we have a 23.2% special education suspension rate and a 24.6% rate for African American students.

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

Washington Union High Schools plans to address this area of greatest need by taking the following actions:

1. The administrative team will routinely analyze data concerning the suspension rate and by subgroup
2. Once the data has been analyzed, the administrative team will identify areas utilizing the Aeries Student Information System Discipline Dashboard to understand the day, time of day, or teachers that might have referred the students out of class or if the students were suspended at a particular day or time. Once these areas have been identified, the administrative team will formulate a plan
3. Part of the administrative teams plan will include working with all of the counselors and Intervention Specialists on campus to raise the awareness of the incidents that are happening on campus and what the infractions are
4. WUHS also works within the Positive Behavior Intervention System (PBIS) to have students and staff practicing positive interventions with all of our students
5. The administrative team will also hold an all staff meeting to review the types of infractions with all staff to once again raise awareness on campus
6. In addition to the above mentioned steps, WUHS will also analyze alternative methods to dealing with suspension. For example, and depending on the infraction, the student could be assigned a number of community service hours, write an essay concerning the problem, we could provide peer mediation, etc.

The above mentioned strategies will work towards decreasing our overall suspension rate. However, WUHS also has two particular subgroups that need additional supports to ensure the suspension rate will be in accordance with the State standard. Washington Union High School's special education students and African American students are also suspended at a higher rate than other sub groups. As for our special education students, the administrative team will set up routine meeting between all of the administration team and our Special Education Department. WUHS has a two-hour delay every Wednesday for professional development. During this time, and twice per month, the administrative team will meet with the special education teachers to review discipline data. In addition, we will research best practices in the area of strategies that could be utilized to be proactive with our special education subgroup to ensure they are equipped with strategies to help themselves work through a difficult situation. The administrative team will also put a layer in place bringing in our counseling staff to talk with the special education students on a routine basis to ensure they have the necessary coping skills. Lastly, WUHS will work on developing a comprehensive system utilizing alternative means to suspension as we work on this area of concern.

African American students are also identified as a sub group that has a very high suspension rate. By completing steps 1-6 above, with the entire student body, it will automatically raise awareness of our data. Specifically, as principal, I will put together a task-force of African American staff members. The goal of the task-force will be to identify the African American sub group and any of those students that have a history of classroom referrals, suspension, etc. Once identified, we will set up opportunities for a mentor type program; where staff and student will set aside some time to meet one on one during or after school hours. By building positive and nurturing relationships with our students, we will be reducing the rate of incidents. Lastly, reaching out to the parents/guardians on a routine basis to inform them of the progress being made with their student will also help bridge the gap between home and school.

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

In analyzing the CA School Dashboard, WUHS has identified a few areas that need to be addressed. Our English Learner subgroup is a subgroup that is performing below all students in the ELA SBAC assessment at 19.8% either met or exceeded standards and in the SBAC math assessment EL students had a 5.26% met or exceeded standards. Another area identified is under the College and Career indicator and our African American students are categorized as "Very Low" at 7.7%.

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

Washington Union High School is concerned about the above performance levels and are taking steps to address these areas. Washington Union High School believes the best first instruction is how we increase student achievement. To begin, Washington Union High School was trained during the summer of 2017-18 school year in John Hattie's research. The consultant who trained us was Mr. Steve Ventura who is a trained "Visible Learning" trainer. Mr. Ventura walked our PLC Facilitators through a data analysis protocol that we have since adopted. The goal of the protocol is to pre-assess students and then as a team identify strategies that will best suited for the different ranges of student scores. Teachers would then take the agreed upon strategies and implement them into their lesson planning. Teachers then teach the unit and give a post-assessment to the students. The teachers will then come back to the data analysis in their PLC to analyze the results. By incorporating a very intentional and detailed data analysis, teachers will be identifying strategies for an effective lesson design and delivery. By identifying and executing researched based strategies in the classroom, student achievement should follow. Furthermore, the administration team has identified two areas that we look for when we conduct classroom walk-throughs and the areas are lesson design and student engagement. As the school year unfolds, the administrative will analyze walk-through data to collectively understand how we are doing as a staff in these two areas. This too will lead to an increase in student achievement because we can base our professional development time on the identified areas of need. In addition to our SBAC scores we need to address our African American subgroup and their performance in the College and Career Indicator. Overall, WUHS has 29.7% of our student body that is prepared under the College/Career Indicator criteria which is considered "Low" and 7.7% of our African American subgroup prepared which is considered "Very Low." To address this area of concern, WUHS is taking steps to increase the number of CTE pathways that will be available starting next school year. In addition, as stated above, WUHS is focused on best first instruction and the John Hattie research based strategies. By focusing on best first instruction, this to should lend itself to all students achieving at a higher percentage and that means our African American students too. Furthermore, our counseling staff will be brought into the equation and begin to collect and analyze data on our African American students and how they are performing on our College/Career Indicator. By bringing the counseling staff into the equation, we will be able to address students on an individual basis and support them through the process.

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.

Washington Union High School is a Title 1 funded school and 85.6% of our school is socioeconomically disadvantaged. Our district office has dedicated a significant amount of resources dedicated to providing professional development to our teachers. Specifically, T4 Learning Consultant Mrs. Vicki Alterwitz was hired to work on lesson design and delivery with a number of teachers at WUHS. These teachers then took the training back to their departments to train other in the lesson design and delivery model. In addition to hiring an outside agency for a number of school days throughout the year, the school district also hired three new academic coaches full time. Goal of the academic coaches is to work with new teachers and veteran teachers to improve best first instruction. Lastly, and site specifically, we are dedicating resources to ensure all of our professional development is aligned with the district's LCAP goals.

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.

WUHS does not have any particular sub group that has performed two or more performance bands below "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.

Stakeholder groups were involved in analyzing data, reviewing the SPSA, reviewed and recommended to the School Districts LCAP Plan and goal setting. After the review was conducted, any necessary changes were made based on the input from stakeholders. Specifically, the School Site Council looked at our SBAC student results by overall school and by demographics and subgroups. After reviewing the SBAC data and the California Schools Dashboard, the School Site Council made any recommendations to the school principal. Once the recommendations were made the school principal made any necessary changes to the SPSA. In addition, Washington Unified School District help four LCAP parent/community meeting during the 2016-17 school year to ensure feedback was given from these stakeholders. There also was a parent and student LCAP survey that was conducted and feedback taken into consideration from all the surveys.

- 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.

The monitoring of the SPSA will be an ongoing effort throughout the 2017-18 school year. Once signed and approved by the School Board, the SPSA will then be placed on the different agendas/meetings that occur throughout the school year. The SPSA will be reviewed and monitored for progress by the School Site Council, ELAC group, and at the additional parent meetings that take place throughout the school year. Another venue for reviewing the SPSA will be at an all staff development where classified and certificated staff will ensure we are making progress towards the areas identified in the SPSA. In addition, the school district administration staff will also review the site plan and recommend any changes for the following year and review progress towards accomplishing the action plan/activities outlined in the SPSA. Lastly, as part of the annual LCAP, stakeholders will once again be provided several opportunities to provide feedback at parent/community meetings. Washington Unified School District will also offer it's first annual LCAP dinner to provide an additional opportunity for stakeholders to provide feedback.

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

Washington Union High School has a variety of parental activities throughout the school year. The following is a list of opportunities available to our parents at the school site:

1. ELAC meetings
2. School Site Council Meetings
3. Freshman Parent Nights
4. Back to School Night
5. Sophomore Academy Parent Nights
6. Cash for College Nights
7. The following advisory committees: Agriculture, Health Institute, Law and Justice, Architecture, Ag. Welding, and Building and Construction

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.

Washington Union High School strongly believes in the philosophy of a school within a school approach. Specifically, at Washington Union High School, we have an academy system set up. The academy system includes a Freshman Academy, a Sophomore Academy, and a College & Career Academy. Within each academy, there are several support staff to assist students. In discussing student and parent transition, the Freshman Academy serves as our transitional hub. The Freshman Academy, has a 9th grade support secretary, an Intervention Specialist, a Guidance Counselor, and a Vice Principal. This approach offers freshman students an opportunity to get to know all of the adults in their academy. Furthermore, there is a constant monitoring of attendance, tardies, grades, social/emotional issues, and behavioral concerns that students might have. All of these areas are constantly monitored through a system of data analysis and necessary actions are completed to ensure the success of all 9th grade students. As part of the transition, WUHS hosts an 8th grade parent night where parents are invited to come to the site, have a nice dinner, and then have an informational meeting concerning all of the opportunities their students will have at WUHS. There will also be break-out sessions on this evening so parents can meet the individual directors of the different programs at WUHS. In addition to the 8th grade parent night, WUHS will visit all six of our feeder school each spring to meet and talk with 8th grade students about all of the opportunities they will have during their high school experience.

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.

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 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	381,485	360,385.00
Title II Part A: Improving Teacher Quality	77,172	77,172.00
Title III Part A: Language Instruction for LEP Students	71,617	71,617.00

Summary of Expenditures in this Plan: (By goal)

Goal 1	\$3,738,203.00
Goal 2	\$348,622.00
Goal 3	\$5,840.00
Goal 4	\$111,747.00

Stakeholder Engagement

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.

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.

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.

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 its 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 its 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 West Fresno Elementary and Middle School would like to see the campus restrooms refurbished so that they are in good repair. WUSD has scheduled the refurbishing of restrooms and repainting of both West Fresno Elementary and West Fresno Middle school campus facilities for the summer of 2017. These projects will not be funded using LCFF funds.

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:

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:

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 Directors	Admin oversight	LCFF - Base	387469
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	ELA Department Instructors	LCFF - Base	2571134
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	Principal Curriculum Director Learning Directors Counselors		LCFF - Supplemental	349349

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
		identified as needing intervention.				
4. Extended Learning Time 4. All strategic and intensive intervention students, including Migrant students, English Learners and Students with Disabilities will receive ELA intervention instruction either during the school day or during the After School Program.		August-June Daily/Weekly: Appropriate person provides identified intervention strategies/curriculum Annually: Examine academic progress to determine program effectiveness.	Principal Learning Director Teachers RSP teacher RSP aide Migrant Program (CAHSEE) Summer school	21st Century	Other	55000
5. Extended Learning 5. Students in Grades 9-12- 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 Intervention Specialist Teachers RSP Teacher SDC Teacher Inst. Assistants Psychologist Speech Therapist Migrant program teacher	RSP/SDC teacher salary	Special Education	287956
6. Monitoring 6. District-wide benchmark assessments will be administered four times each year by all teachers to monitor progress in ELA .		October-December-March Administer district ELA benchmark Weekly:	Principal Learning Director Teachers Inst. Assistants	Benchmark processing/Illuminate	LCFF - Supplemental	13750

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
		Design/administer formative assessments				
7. Monitoring 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 Curriculum Coordinator Learning Directors			
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 Each Semester:	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
		Teachers and counselors review grades. Annually: Assess student placement and program need				
9. Monitoring 9. All teachers Grades 9-12 will meet with the administration 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 IT Director	Technology hardware and software	Other	52445
11. Technology 11. Identified students at grades 9-12 will receive access to various approved software for intervention and enrichment instruction.		August-June Daily: Teachers use available technology to provide	District Admin Principal Learning Director Inst. Assistants RSP Teacher	Technology intervention software		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
		intervention/enrichment for identified students Annually: Evaluate program need and renew site licenses	RSP Aide			
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 grades 9-12, including specialists and special education teachers. All team leads will submit agendas 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 Migrant Program	Late Start Wednesdays		
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)	District Admin. Principal Learning Director Teachers Other	District professional development	Title I Part A: Allocation	21100

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
		Monthly: All-staff professional development sessions Annually: District-led Staff Development				
14. Parent Involvement 14. Site administrators will ensure that teachers Grade 9-12 regularly inform parents of their child's academic progress through progress reports, parent/teacher meetings, promotion and retention conferences, and conferences related to a student academic progress.		August-June Weekly: As needed for parent-teacher communication	Principal Learning Director Teachers Migrant Teacher Migrant Liaison			
15. Summer Program: The WUSD Migrant program offers all migrant students the opportunity to participate in CLP (Continuous Learning Packets) and academic counseling and guidance during summer session.		June-Aug	Fresno County Migrant Staff		Migrant Ed	

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Goal 2

(Aligned to State Priority 1, 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:

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:

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 Weekly: Analyze data at the site level Monthly:	Principal Curriculum Director Learning Directors			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
		Analyze data at the district level Annually: Analyze yearlong data to inform professional development				
2. Alignment to Standards 2. All teachers will post 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	Math Department Instructors	LCFF - Base	348622
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.	Principal Learning Director Teachers			
4. Extended Learning Time 4. 9th graders will take a double block of algebra to close math achievement gap. All strategic and intensive intervention students, including English Learners and Students with Disabilities will receive Math intervention instruction during the school day, as well All strategic and intensive intervention		August-June Daily/Weekly: Appropriate person provides identified intervention strategies/curriculum Annually: Examine	Principal Learning Director Inst. Assistants RSP teacher RSP aide Migrant teacher/liaison/tutors Summer School			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
students, including Migrant students, English Learners and Students with Disabilities will receive math intervention instruction during the school day, as well as during the After School Program. Fresno County Office of Education Migrant staff provides Migrant students with the opportunity to meet academic content and achievement standard through CAHSEE prep and credit accural during the After School Program.		academic progress to determine program effectiveness.				
5. Extended Learning 5. Students in 9-12 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 Counselor Intervention Specialist Teachers RSP Teacher SDC Teacher Inst. Assistants Psychologist Speech Therapist Migrant teacher/liaison/tutors	Special education and support		
6. Monitoring 6. District-wide benchmark assessments will be administered by all teachers in Math four times each year.		October-December-March Administer district ELA benchmark Weekly: Design/administer formative assessments	Principal Learning Director Teachers			
7. Monitoring 7. Site administrators will examine daily schedules to verify they		August-June Weekly: Site	Principal Learning Director			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
allocate the required instructional time in Math.		admin check teacher lesson plans Annually: Develop master schedule to 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 proper math courses.		August-June Daily: Teachers use checking for understanding and informal assessment to determine mastery Weekly: Teacher assess student mastery utilizing formative assessments. 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 Teachers			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<p>9. Monitoring</p> <p>9. All teachers 9-12 will meet with the administration at least twice each year for “Coaching Conversations” to analyze student data, determine student progress and assess instructional needs.</p>		<p>Bi-annually</p> <p>October and March:</p> <p>Meet one on one with teachers to review available data in order to determine student progress and assess instructional needs.</p>	<p>Principal Learning Director Teachers</p>			
<p>10. Technology</p> <p>10. Students will be given an opportunity to use existing technology to practice math skills.</p>		<p>August-June</p> <p>Daily: Teachers use available technology to enhance instruction and students use available technology to practice literacy skills.</p> <p>Annually: District updates technology plan</p>	<p>District Admin Principal Learning Director Teachers Inst. Assistants IT</p>			
<p>11. Technology</p> <p>11. Identified students at grades 9-12 will receive access to various approved software for intervention and enrichment instruction.</p>		<p>August-June</p> <p>Daily: Teachers use available technology to provide intervention/enrichment for identified students</p> <p>Annually: Evaluate program need and renew site licenses</p>	<p>District Admin Principal Learning Director Teachers Inst. Assistants RSP Teacher RSP Aide</p>			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
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 9-12, 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-led Staff Development	District Admin. Principal Learning Director Teachers			
14. Parent Involvement 14. Site administrators will ensure that teachers 9-12 regularly inform parents of their child's		August-June Weekly: As needed for	Principal Learning Director Teachers Migrant liaison			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
academic progress through progress reports, parent/teacher conferences, promotion and retention conferences, and conferences related to a student academic progress.		parent-teacher communication Oct-April: Parent-Teacher-Conferences				

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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:

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:

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 School will continue to remain above the state average.	In 2015-16, the A-G completion rate for Washington Union High School was 49% which exceeded the most recently reported state average of 43% (www.ppic.org) by 6%.	The A-G completion rate will remain above the state average.
7. The percent of students ready for college level	On the 2016 SBAC, 42% of WUSD's 11th graders	The percent of students ready for college level

coursework as measured by the EAP will increase annually in both ELA and Math.

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.

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 teaching staff (ELA, Math and Sp Ed excluded from total)		
2. Alignment to Standards 2. Teachers will use locally developed writing rubrics or the Smarter Balanced Writing rubrics in grades Grades 9-12		August-June daily in lessons	Teachers	SBAC rubrics		
3. Materials and Strategies 3. Teachers will use Step Up to Writing strategies to support specific standards in the areas of writing.		August-June Daily in lessons	Teachers	Teachers		
4. Staff Development 4. Teachers will use designated PLC time to examine student writing, share results, and plan instruction.		August-June Weekly PLC time	Site Administrators Teachers	Late Start Wednesday		
5. Professional Development The District and site will continue to provide professional development in writing		August-June Annually: District In-service day Weekly: PLC time As available	District administrator Site administrators			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
6. 6. Technology Students will have access to technology to gain proficiency in on-line writing skills.		August-June Daily in liessons	Teachers	Software programs	Title I	5840

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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:

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:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
<p>1. Maintain the District attendance rate at or above 95%.</p>	<p>As of April 2017, WUSD's School Year Attendance data shows an attendance rate of 95.05%. (Months 1-9)</p> <p>2015-16 School Year Attendance data shows an attendance rate of 94.95%. (Months 1-11)</p> <p>2014-15 School Year Attendance data shows an attendance rate of 93.82%. (Months 1-11)</p>	<p>Maintain the District attendance rate at or above 95%.</p>
<p>2. Decrease Chronic Absenteeism rate</p>	<p>As of April 2017, WUSD's chronic absenteeism rate for the 2016-17 school year is at 10. 7%</p> <p>WUSD's chronic absenteeism rate for 2015-16 was 10.6%</p> <p>WUSD's chronic absenteeism rate for 2014-15 was 18%</p>	<p>The chronic absenteeism rate will decrease by .5%.</p>
<p>3. Continue to exceed the state high school graduation rate at Washington Union High School and increase in Alternative Education programs.</p>	<p>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%.</p> <p>In 2014-15, Washington Union High School's graduation</p>	<p>Continue to exceed the state high school graduation rate at Washington Union High School and increase by 3% in Alternative Education programs.</p>

rate was 92.4%. WUSD's Alternative Education graduation rate was 37.4%. The state graduation rate for that same year was 82.3%.

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

The total number of students expelled in 2015-16 was 5 students.

Expulsions by sub-group:
 Hispanic: 4
 African American: 1

Reduce the number of students expelled overall by 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	ELD teachers	Title I	111747
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	Teachers			
3. Materials and Strategies 3. Teachers will provide ample opportunities for EL students to listen, speak, read and write during each lesson.		August-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.		August-June Daily	Site administrators Principal Learning Director Teachers IT			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
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		August-June Annually: District in-service day Weekly: PLC time 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 childrens' education.		August-June Annually: Migrant Mini-Conference As calendared	Site administrators Other Migrant Liaison	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

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 11	242	233	218	237	228	213	237	228	213	97.9	97	97.7
All Grades	242	233	218	237	228	213	237	228	213	97.9	97	97.7

* 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 11	2559.6	2573.6	2595.2	8	14	19.72	32	36	39.44	38	29	25.35	22	21	15.49
All Grades	N/A	N/A	N/A	8	14	19.72	32	36	39.44	38	29	25.35	22	21	15.49

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 11	14	16	24.41	58	56	55.87	28	28	19.72
All Grades	14	16	24.41	58	56	55.87	28	28	19.72

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 11	14	21	28.64	62	54	53.52	24	24	17.84
All Grades	14	21	28.64	62	54	53.52	24	24	17.84

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 11	9	11	16.90	69	67	69.01	22	23	14.08
All Grades	9	11	16.90	69	67	69.01	22	23	14.08

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 11	16	34	34.74	65	52	49.77	19	14	15.49
All Grades	16	34	34.74	65	52	49.77	19	14	15.49

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

1. Overall students at WUHS have improved their ELA SBAC scores for the past three years in standards exceeded and standards met.
2. Our lowest assessment scores is in Literacy; demonstrate effective communication skills.

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 11	242	233	218	237	227	215	237	227	215	97.9	96.6	98.6
All Grades	242	233	218	237	227	215	237	227	215	97.9	96.6	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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 11	2519.3	2525.6	2525.4	3	1	4.19	9	13	15.81	28	31	23.26	59	54	56.74
All Grades	N/A	N/A	N/A	3	1	4.19	9	13	15.81	28	31	23.26	59	54	56.74

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 11	7	5	7.91	26	36	27.44	67	59	64.65	
All Grades	7	5	7.91	26	36	27.44	67	59	64.65	

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 11	7	5	8.37	50	49	42.33	43	46	49.30
All Grades	7	5	8.37	50	49	42.33	43	46	49.30

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 11	5	4	8.37	59	66	56.28	37	30	35.35
All Grades	5	4	8.37	59	66	56.28	37	30	35.35

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

1. Overall, our math SBAC assessment scores have improved over the past three years. Although small incremental improvements have occurred more supports are required for our students to be successful.
2. Concepts and procedures remains our lowest area in the SBAC assessment.

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

Mission Statement

Academically Successful- Students will demonstrate a connection between education and life by using comprehensive skills in reading, writing, oral communication, mathematics, and critical thinking to solve personal, community and global problems. By doing so, each student will leave WUHS with skills needed to succeed in college and/or career.

Responsible citizens- Students will demonstrate positive character traits that contribute to the quality of the school and community and understanding of world viewpoints, the interpersonal skills necessary to work collaboratively in a diverse setting.

Part of an Engaged Campus- Students, staff and parents will work together to promote membership in the classroom, athletics, campus clubs, extra curricular activities, and leadership teams to strengthen the campus culture.

Vision Statement- great futures begin at Washington Union High School, a place where all students are educated and empowered for success.

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

Technology is an essential tool in the 21st Century classroom. Currently, all of our ELA teachers have a chromebook cart designated to their classroom. This allows teachers to incorporate technology on a routine basis into their lesson design. As teachers incorporate technology into their lesson design, this will further the students skills and comfort level of utilizing all of the different strategies associated with technology in the 21st Century. Furthermore, the expectation from the State of California and the CAASPP assessment is for students to take the annual assessment on line. By having chromebook carts in each ELA classroom, we are able to continually practice utilizing technology. In addition, to regular skill building, there are practice assessments on the CAASPP website that we have our students complete. For example, there are multiple interim assessments, a comprehensive assessment which includes all of the different item types and also a performance task. By practicing and becoming familiar with the CAASPP assessments, students will be exposed to all of the different item types and the level of rigor associated with the CAASPP assessment. All of our math teachers do not yet have a designated chromebook in their classroom but that is the goal in the future. However, every math teacher does have access to a chromebook cart on a check out basis. Furthermore, we also require that each grade level in the math department also complete the CAASPP interim and comprehensive practice tests. In addition to the practice assessments, our district office also requires the math and ELA Departments to complete district wide benchmarks. These benchmarks are another indicator and practice assessments for our students to gage their mastery of the content. Lastly, our school district utilizes Illuminate, which is a platform for creating assessments which students can then take on line or paper/pencil assessments. In each core department, at least one teacher has went to an annual Illuminate conference to get training and support to utilize all the features associated with the program. The trained teachers then become a resource for the department to create common formative and summative assessments. The goal is for each core department to have at minimum two common formative assessments. By having the two common formative assessments, teachers are then asked to complete a data protocol; one protocol each semester of the school year. Even

though Illuminate has paper/pencil assessments, it is the expectation that student complete their common assessments in the online version.

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.

There are a variety of technology skills that all stakeholders require to ensure our site vision is accomplished. To begin, all teachers will require the following: 1) continued training in Illuminate, 2) continued training in the CAASPP assessment system, 3) continued training in 21st Century applications, and 4) on going training in how to incorporate technology into their lesson design and delivery. Students will require the following: 1) all 9th grade students will take Computer Literacy Course, 2) all students will continue to take CAASPP practice assessments online, 3) continue to take all district benchmarks in the Illuminate assessment system, 4) continue to take site specific common formative assessments online, and 5) continue to receive instruction utilizing best practices by our teachers. Administrators will require the following: 1) continued training in the Illuminate assessment platform so that we can support our teaching staff, 2) continued training on the data analysis protocol so that we can support departments with their data analysis, 3) continued training on the CAASPP website and how the website can support our instructional leadership, and 4) continued training in 21st Century technology applications so that we can support teachers and students. Lastly, parents should have the following technology skills to assist the site in accomplishing our goals: 1) every parent should be trained and provided the log-in information to our sites Student Information System (Aeries). By having this log-in capability, student can monitor their students progress in all of the course work at WUHS, and 2) understand how their students are assessed.

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

Tools Needed to Achieve School Site Vision:

This section will list necessary Tools needed to achieve the school site's visions.

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

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?

WUHS will work closely with our technology support team and continue to monitor student achievement. By working with our technology team, we can understand the latest and greatest technology. Our technology team are trained experts in the field and constantly are researching best practices for 21st Century learners. Therefore, our technology team will

continually evaluate the technology that is in place at WUHS to ensure effectiveness of the program. In addition to the technology teams work, WUHS understands the importance of data analysis. As stated above, all teachers are required to conduct two data analysis protocols per school year. Students are given a pre-test on specific standards, teachers then identify strategies that will help each learner at their specific proficiency, teach the unit with these strategies in mind, and then conduct a post-test. By cycling through this protocol, teachers understand which strategies are effective for which learners and therefore continue to differentiate instruction based on the standards taught. Once the protocols are complete, the administrative team also works with the departments to understand the effectiveness of our program. In addition, after district benchmarks are given, teachers and administrators will also analyze the results to understand student progress. Lastly, teachers and the administrative team will analyze the results of the CASSPP assessments to once again evaluate our program.

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.

On going professional development will be required to ensure teachers are supported to ensure our sites technology vision is a success. Our school district has assembled a technology team. Within the team there are members of district administration, technology experts, and a variety of teachers from multiple grade levels throughout the district. Once per semester, the district holds a technology professional development where teachers can chose from multiple sessions to enhance the knowledge of 21st Century teaching strategies and updates on district technology programs that are currently being utilized. To assist in accomplishing our technology vision, teachers will continue to be offered these opportunities within our district. Furthermore, the district is also committed to sending personnel to the annual Illuminate Conference to ensure we are trained in the changes in Illuminate and to continue to enhance our assessment system. Lastly, we have a designated site assessment coordinator from our administration team who also attends annual CASSPP assessment training to ensure she is up to date on all of the current best practices identified by the CASSPP administration.

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
1	Order 144 new chromebook devices	Spring/Summer 2018	Chris Vaz, Steven Maquiso, John Sherron	Math students		
2	Order replacement chromebooks for current carts that have outdated/broken chromebooks	Spring/Summer 2018	Chris Vaz, Steven Maquiso, John Sherron	All students		

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 (Washington Union High 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
Jennifer Aguilar	Parent or Community Member	
Maria Gonzalez	Parent or Community Member	
Stephanie Morris	Parent or Community Member	
Delmira Jimenez	Secondary Student	
Yordi Gil Santos	Secondary Student	
Tony Pena	Classroom/Teacher	
Liliana Ruiz	Secondary Student	
Ashley Butler	Classroom/Teacher	
Veronica Mancha	Classroom/Teacher	
John Sherron	Principal	
Marvela Martinez	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) 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)**:

English Learner Advisory Committee

Signature

PTA/Parent Organization

Signature

Department committee/Student Council/ASB

Signature

Departmental Advisory Committee (secondary)

Signature

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

LCAP Parent Workshops

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 April 18, 2018.

Attested:

Mr. John Sherron

Typed Name of School Principal

Signature of School Principal

Date

Mrs. Stephanie Morris

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
Vice Principal	John Hetherington
Vice Principal	Alicia Sanborn
Assistant Superintendent	Randy Morris
District Curriculum Director	Annie Sharp
District CBO	Chris Vaz
Superintendent	Joey Campbell