

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	West Fresno Elementary School		
CDS Code	1076778 6006605		
Revision Date	January 2018		
Superintendent	Joey Campbell		
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The District Governing Board approved this revision of the SPSA on			

The School's Mission & Vision Statements

West Fresno Elementary School creates a passion for lifelong learning and empowers students to value self, others, and the world.

The School's Theory Of Action

School Motto: As a soaring Eagle, I pledge to be respectful, be responsible, and be safe. I am ready to learn, I will soar for more!

SCHOOL PROFILE

West Fresno Elementary School (WFES) is located in the southwest corner of the city of Fresno. The school was established over 50 years ago and has a long history in the suburban community . The school has a diverse population of 745 students in grades Transitional Kindergarten through grade 5.

65% of WFES's students are English Language Learners and 97.5% of our school population is designated social-economically disadvantaged.

Our student population represents approximately 77.5% Hispanic, 8.1% African American, 9.9% Asian, 2.2% White, and 2% other.

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.

What is the school most proud of?

Academic School Success (LCAP Goal 4, 7, 8 and State Areas 1, 2, 4, 7):

1. ELA scores of students on the SBAC who performed at a rate of meeting or exceeding standard from 2016-2017 improved by 12%.
2. Math scores of students on the SBAC who performed at a rate of meeting or exceeding standard from 2016-2017 improved by 11%.
3. Of English Learner students eligible to reclassify based on CELDT scores in 2017, 67.4% of those students met reclassification criteria.

Academic Goals (LCAP Goal 4, State Areas 2, 4, 7):

1. Students will read on grade level.

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

2. Students will be instructed in ELA and ELD using Reach for Reading as a new resource.

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

3. Students will go through the writing process with a focused approach on the three different genres.

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

Others Areas of Success (LCAP Goal 1, 2, State Areas 1, 2, 4)

1. Retention of teachers continues to improve each year, from the need to hire 7 additional new teachers in past years, to only needing 4 this year.

The retention rate of teachers at WFES continues to improve as more supports for new teachers are put in place. New teachers have an

academic coach assigned to help them during their first year of teaching. New teachers are also part of the district induction training. New teachers are supported with professional development in the areas of Kagan strategies, Google Classroom, Eureka Math training, Step Up to Writing, and RTI training. Additionally, new teachers are provided with feedback about their performance through administrative walk through forms and data collection, coaching conversations, and data review.

2. Parent participation continues to increase across the site.

Parent conferences have a participation rate of 90% and our monthly meetings with parents called, "Coffee with the Principal" has an average attendance of 70 students represented.

Parent participation continues to be something we are working on and we continue to allocate funds to parent education programs throughout the district.

3. Ongoing social/emotional services for students and families is a priority.

Our school employs a full-time social worker who is committed to provide students with social and emotional supports. This service is paid through Title 1 funding and ensures students' needs are met, specifically when dealing with our foster, homeless, and low income.

GREATEST NEEDS

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

West Fresno does not currently have any areas of red or orange on the performance indicator areas. However, there are needed areas of improvement:

1. SBAC performance in both ELA and Math are below the state average. The school is 50 points from a level 3 in ELA and 46 points from a level 3 in math. Although the school increased these scores significantly in the past year, there is still improvement needed in both areas.

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

Plan to address ELA scores:

1. Two years ago, the school began looking into an RTI process for fifth grade. This has proven to be effective; therefore, the same RTI system is beginning to be implemented in grade 4. This RTI system begins with a pre-assessment given to students that assesses them on a specific ELA standard. After reviewing the pre assessment data with their grade level, teachers begin instruction using an agreed upon method of teaching, using best first instructional practices. After a specified time of instruction, students are assessed on the same standard. Data analysis occurs again as a grade level, but then students are deployed by area of need to get more intense instructional supports based on their identified area of need. Students are grouped by skill level and targeted, small-group instruction is given to those students requiring more intense services. This same process is followed for all students in grades 5 and 4, with an in-depth analysis of ELA standards and student data.

2. The school has restructured Intervention aide supports and groups to target students far below grade level. Two reading intervention teachers have coordinated instructional aide and instructional support by credentialed teachers for students who are far below grade level in reading. There have been an increase in hours for instructional aides who can provide these supports to students. The intervention supports for students has gradually increased as more funds for tier 2 interventions has been allocated to the site.

3. The school continues to implement guided reading in all grade levels in order to provide small group, targeted reading instruction to students on a daily basis.

4. A new curriculum was purchased in order to better prepare students for the demands of the SBAC writing portion. This new curriculum takes students through the writing process using the three genres of writing commonly seen on the SBAC writing exam.

5. Academic coaches have been hired to work with teachers who need supports in teaching ELA standards. These supports include help with planning lessons using the skills mastery lesson design, delivering lessons using research-based instructional strategies, and debriefing lessons to give feedback.

Plan to address Math scores:

1. This summer, teachers were provided a training by Eureka math coaches in how to use the Read, Draw, Write (RDW) strategy in their classrooms. This strategy is used for solving word problems as a test-preparation focus. The teachers spend one day learning how to use this method in their classrooms. It has become a focus for a way to teach students how to answer word-problems in math. This

strategy is now used school-wide and is an integral part of how we can improve math scores with our students.

2. Teachers have worked to ensure appropriate pacing is happening within each grade level for their adopted math curriculum, Eureka Math. This pacing of the curriculum has allowed teachers to ensure that all math concepts have been taught before students move to the next grade level.

3. An instructional coach was hired by the district to support teachers with Eureka math strategies. This instructional coach has also gone through the mathematical mindset university. Other teachers on campus are now participating in the mathematical mindset initiative which consists of taking an online course through Stanford University, network meetings, and follow-up training.

PERFORMANCE GAPS

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

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

Currently, WFES does not have any student groups that are performing two or more performance levels below the "all student" performance levels. In the category of ELA scores on the SBAC, the "African American" group and "Students with Disabilities" group both scores one performance band lower than the "All Student" group.

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

The school is addressing the area for ELA by following the same plan as described previously:

Plan to address ELA scores:

1. Two years ago, the school began looking into an RTI process for fifth grade. This has proven to be effective; therefore, the same RTI system is beginning to be implemented in grade 4. This RTI system begins with a pre-assessment given to students that assesses them on a specific ELA standard. After reviewing the pre assessment data with their grade level, teachers begin instruction using an agreed upon method of teaching, using best first instructional practices. After a specified time of instruction, students are assessed on the same standard. Data analysis occurs again as a grade level, but then students are deployed by area of need to get more intense instructional supports based on their identified area of need. Students are grouped by skill level and targeted, small-group instruction is given to those students requiring more intense services. This same process is followed for all students in grades 5 and 4, with an in-depth analysis of ELA standards and student data.
2. The school has restructured Intervention aide supports and groups to target students far below grade level. Two reading intervention teachers have coordinated instructional aide and instructional support by credentialed teachers for students who are far below grade level in reading. There have been an increase in hours for instructional aides who can provide these supports to students. The intervention supports for students has gradually increased as more funds for tier 2 interventions has been allocated to the site.
3. The school continues to implement guided reading in all grade levels in order to provide small group, targeted reading instruction to students on a daily basis.
4. A new curriculum was purchased in order to better prepare students for the demands of the SBAC writing portion. This new curriculum takes students through the writing process using the three genres of writing commonly seen on the SBAC writing exam.
5. Academic coaches have been hired to work with teachers who need supports in teaching ELA standards. These supports include help with planning lessons using the skills mastery lesson design, delivering lessons using research-based instructional strategies, and debriefing lessons to give feedback.

In addition to this plan to address overall ELA scores, the school is targeting students with disabilities by implementing the following:

1. An addition of .5 Resource Specialist Teacher was added to the staff in special education.
2. An addition of .5 Instructional Aide was added to the staff in special education.
3. A new structure of interventions is occurring with a focus on using the Multi-Tiered System of Supports (MTSS) at WFES.
4. Students with disabilities are being taught how to properly use their accommodations for the SBAC assessment.

INCREASED OR IMPROVED SERVICES

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

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

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

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

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

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?
2. What corrective measures will you take to address these challenges?

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

1. Barriers to some success in student learning included:

- a. lack of literacy
- b. poverty
- c. social-emotional needs

A and B. Students in the West Fresno community often come to school with limited language and literacy exposure. Due to factors such as poverty, a lack of a rich print environment, and parent education levels, students often enter kindergarten two years behind in language development. The transiency rate is also high at the school, with only 46% of students in fifth grade who started with the school in kindergarten. Both of these barriers contribute to students' reading and writing scores.

C. The social-emotional needs of students on campus is a constant challenge. West Fresno Elementary has a full-time social worker who meets with students individually, in groups, and with families in order to support their social-emotional needs. This social worker sees students for counseling sessions over 400 times annually. This barrier could be a contributing factor to the overall wellness of students, as well as whether or not they perform well on academic measures.

2. Corrective Measures:

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

B. The Footsteps to Brilliance program is also being used by families in the home and is also being used by students within classrooms as an intervention program that serves as bridging the literacy gap students come with.

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

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

The SSC and ELAC regularly meet to discuss the LCAP for the district. Site initiatives are also discussed during these meetings and the Principal shares how the site initiatives are written into the district's LCAP as well as in the SPSA. The SSC and ELAC give input into the SPSA during regularly scheduled meetings. The school community is given opportunities to give input during a variety of opportunities that include, "Coffee with the Principal", parent surveys, and student 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.

Four regularly scheduled meetings are held with both the SSC and ELAC groups. These meetings are coordinated with members of the school staff and parent groups. Each meeting, the Principal shares information such as assessment data and survey data and asks for input from the group about how the school can improve. This data comes from a variety of areas, such as student achievement data on the SBAC, District Benchmarks, Site Assessments, etc. Community stakeholders ask the principal at the conclusion of each meeting what they would like reported on at the next meeting. This allows for communication between each group. Parts of the SPSA are presented on at each meeting. Stakeholder input is taken into account and plans are changed based on this input.

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

We hold parent conferences twice a year. We have a Trunk or Treat event/carnival once a year in the fall. We hold an annual Family Literacy Night in the Spring as well as an open house/ art hop in the spring. We have a PTC on campus that hold monthly meetings. We have an SSC and ELAC that meet 4 times a year. We hold monthly Parent University meetings that encompass the following topics:

- Bullying
- Restorative Practices
- Attendance Policy
- SARB Process
- Campus Tour
- District and School Site Leadership
- Core Beliefs
- District Goals
- Instructional Practices
- CCSS
- PTC
- SST
- Special Education
- CAASPP
- SBAC
- Interim Assessments
- ELPAC/CELDT
- NCLB Waiver
- Social/Emotional Supports
- LCAP
- SPSA
- Migrant
- ASP
- GATE
- Grades
- Student Portals
- Accessing Progress Reports

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.

We run a state preschool, so our work with these teachers is continuous and year long. We also have a WEB program at the middle school that orients students to the next grade level.

TITLE I SCHOOL SECTION ONLY

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

- X Parents have received and completed the School/Parent Compact.
- X Parents have received a copy of the Parent Involvement Activities.
- X 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 2017-18 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	619163	292,431.00
Title II Part A: Improving Teacher Quality	44067	0.00
Title III Part A: Language Instruction for LEP Students	53988	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$4,458,013.00

Goal 2 \$26,589.00

Goal 3 \$

Goal 4 \$53,988.00

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 of 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:

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

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

SITE:

SBAC performance in both ELA and Math are below the state average. The school is 50 points from a level 3 in ELA and 46 points from a level 3 in math. Although the school increased these scores significantly in the past year, there is still improvement needed in both areas. There is still a need to train teachers in how to use 21st century skills and curriculum resources that align to CCSS, as well as to help them lesson designs that engage and support all learners.

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	Master Schedules at each site show that there is a systemic approach to Designated ELD. Walk-through	5. All schools will implement systematic ELD support for 100% of ELs.

Standards as measured by master schedules and routine classroom walk-throughs.

data shows that appropriate strategies for ELD students are integrated throughout the day in all subject areas.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<p>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.</p>		<p>August - June</p> <p>Daily: Conduct classroom observations and provide immediate feedback to teachers</p> <p>Weekly: Analyze data at the site level</p> <p>Monthly: Analyze data at the district level</p> <p>Annually: Analyze yearlong data to inform professional development</p>	Principal Learning Director		LCFF - Base	103007
<p>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.</p>		<p>August-June</p> <p>Daily: Post Learning Objective and communicate it to students.</p>	Teachers		LCFF - Base	2375709
<p>3. Alignment to Standards 3. All students, including English learners and Students with Disabilities, will have access to core materials and interventions as needed.</p>		<p>Annually and as needed</p> <p>Annually: District and Site admin will ensure sufficient instructional</p>	Principal Learning Director Teachers Reading Intervention Teachers		Title I Part A: Allocation	152748

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
		materials for core and all students identified as needing intervention.				
4. Extended Learning Time 4. All strategic and intensive intervention students, including English Learners and Students with Disabilities will receive ELA intervention instruction during the school day, as well as during the After School Program.		August-June Daily/Weekly: Appropriate person provides identified intervention strategies/curriculum Annually: Examine academic progress to determine program effectiveness.	Principal Learning Director Reading Int Teachers Teachers Inst. Assistants EL tutors SDC,RSP teacher RSP aide Intervention Aide	RSP, SDC	None Specified	143912
5. Extended Learning 5. Students in TK-5 with identified special instructional needs will receive a program based upon their individual data ensuring appropriate accommodations and support as defined in their IEPs.		August-June Daily: RSP/SDC program as defined in students' IEPs Monthly: As needed to address IEP goals and required interventions Annually:	Principal Learning Director Social Worker Guidance Learning specialist Intervention Specialist Teachers RSP Teacher SDC Teacher Inst. Assistants Psychologist Speech Therapist	GLS	LCFF - Supplemental	80990
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	Principal Learning Director Teachers Inst. Assistants			

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

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
		Annually: Assess student placement and program need				
9. Monitoring 9. All teachers TK-5 will meet with the principal at least twice each year for "Coaching Conversations" to analyze student data, determine student progress and assess instructional needs.		Bi-annually October and March: Meet one on one with teachers to review available data in order to determine student progress and assess instructional needs.	Principal Learning Director Teachers			
10. Technology 10. Students will be given an opportunity to use existing technology to practice literacy skills.		August-June Daily: Teachers use available technology to enhance instruction and students use available technology to practice literacy skills. Annually: District updates technology plan	Principal Learning Director Teachers Inst. Assistants IT			
11. Technology 11. Identified students at grades TK-5 will receive access to various approved software for intervention and enrichment instruction.		August-June Daily: Teachers use available technology to provide intervention/enrichment for identified	Principal Learning Director Reading Int Teachers Teachers Inst. Assistants RSP Teacher RSP Aide			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
		students Annually: Evaluate program need and renew site licenses				
12. Staff Development 12. Teachers will meet by grade level to examine student work samples, monitor that students are mastering grade-level standards, and plan instruction for students not mastering grade level standards. Meetings will include all teachers TK-5, 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 Reading Int Teachers Psychologist Counselor	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) Monthly: All-staff professional development	District Admin. Principal Learning Director Teachers Other	I- services and conferences	LCFF - Base	600

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
		sessions Annually: District-led Staff Development				
14. Parent Involvement 14. Site administrators will ensure that teachers TK-5 regularly inform parents of their child's academic progress through progress reports, parent/teacher conferences, promotion and retention conferences, and conferences related to a student academic progress.		August-June Weekly: As needed for parent-teacher communication Oct-April: Parent-Teacher-Conferences	Principal Learning Director Teachers	Services to parents	LCFF - Supplemental	9000

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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:

Highlight the achievements of students at West Fresno Elementary through regular newsletters, on-campus displays, flyers, signs, and phone dialers. Also post information and updates online and through our website.

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

SITE:

Parents have asked for increased communication about the positive success of students on campus. This was an identified area of need based on a parent communication survey. Parents also commented that they preferred paper forms of communication over online or digital forms of communication.

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	District Admin. Principal Learning Director			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
		<p>data at the site level</p> <p>Monthly: Analyze data at the district level</p> <p>Annually: Analyze yearlong data to inform professional development</p>				
<p>2. Alignment to Standards</p> <p>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.</p>		<p>August-June</p> <p>Daily: Post Learning Objective and communicate it to students.</p>	Teachers			
<p>3. Alignment to Standards</p> <p>3. All students, including English learners and Students with Disabilities, will have access to core materials and interventions as needed.</p>		<p>Annually and as needed</p> <p>Annually: District and Site admin will ensure sufficient instructional materials for core and all students identified as needing intervention.</p>	<p>District Admin</p> <p>Principal Learning Director</p> <p>Teachers</p> <p>Reading Intervention Teachers</p>			
<p>4. Extended Learning Time</p> <p>4. All strategic and intensive intervention students, including English Learners and Students with Disabilities will receive Math intervention instruction during the school day, as well as during the After School Program.</p>		<p>August-June</p> <p>Daily/Weekly: Appropriate person provides identified intervention strategies/curriculum</p>	<p>Principal Learning Director</p> <p>Reading Int Teachers</p> <p>Teachers</p> <p>Inst. Assistants</p> <p>EL tutors</p> <p>RSP teacher</p> <p>RSP aide</p>			

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

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
		required instructional minutes				
8. Monitoring 8. Site administrators and teachers will use a variety of Math assessment data to appropriately place students in and out of tiered intervention classes.		August-June Daily: Teachers use checking for understanding and informal assessment to determine mastery Weekly: Teacher assess student Monthly: SST and IEP meetings Tri-annually: Reading Intervention teachers assess students' reading levels and place students into targeted reading intervention groups Annually: Assess student placement and program need	Principal Learning Director Reading Int Teachers Teachers			
9. Monitoring 9. All teachers TK-5 will meet with the principal at least twice each year for "Coaching Conversations" to analyze student data, determine student progress and assess instructional needs.		Bi-annually October and March: Meet one on one with teachers to review available data in order to determine student progress and assess	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
		instructional needs.				
10. Technology 10. Students will be given an opportunity to use existing technology to practice math skills.		August-June Daily: Teachers use available technology to enhance instruction and students use available technology to practice literacy skills. Annually: District updates technology plan	District Admin Principal Learning Director Teachers Inst. Assistants IT			
11. Technology 11. Identified students at grades TK-5 will receive access to various approved software for intervention and enrichment instruction.		August-June Daily: Teachers use available technology to provide intervention/enrichment for identified students Annually: Evaluate program need and renew site licenses	District Admin Principal Learning Director Reading Int Teachers Teachers Inst. Assistants RSP Teacher 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 TK-5, including specialists and special		August-June Weekly: Teachers meet in grade level PLCs to monitor student performance data and develop plans	Principal Learning Director Teachers Reading Int Teachers Psychologist Counselor			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
education teachers. All team leads will submit agendas and minutes to site administration for review.		for improvement. Bi-weekly: Site-Admin meet with grade level leads to ensure all teams make progress in the cycle of inquiry Annually: District and Site-Level admin meet to analyze data and determine program effectiveness				
13. Staff Development 13. All teachers will receive professional development to reinforce research based strategies that provide access to learning.		August-June Weekly: PLC time (grade level specific sessions) Monthly: All-staff professional development sessions Annually: District-led Staff Development	District Admin. Principal Learning Director Teachers Other	Teacher training	Title II Part A: Improving Teacher Quality	26589
14. Parent Involvement 14. Site administrators will ensure that teachers TK-5 regularly inform parents of their child's academic progress through progress reports, parent/teacher conferences, promotion and retention conferences, and conferences related to a student academic progress.		August-June Weekly: As needed for parent-teacher communication Oct-April: Parent-Teacher-Conferences	Principal Learning Director Teachers			

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Goal 3

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

DISTRICT GOAL:

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

SITE GOAL:

1. ELA scores will improve by 6% by the end of the 2017-18 school year to 37% meets or exceeds standard.
2. Math scores will improve by 8% on the SBAC for the 2017-18 to 38% meets or exceeds standard.
3. Maintain our EL reclassification rate at 50% in order to continue to decrease the number of LTELS we send to WFMS.

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:

1. SBAC performance in both ELA and Math are below the state average. The school is 50 points from a level 3 in ELA and 46 points from a level 3 in math. Although the school increased these scores significantly in the past year, there is still improvement needed in both areas.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

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

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

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

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

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Goal 4

(Aligned to State Priorities 4, 8)

DISTRICT GOAL:

The Washington Unified School District will be a place where all students in all subgroups are actively engaged in a safe and positive school climate reflecting the diversity of our district as our strength.

SITE GOAL:

1. Increase attendance to a 96.7% rate for the 17 - 18 school year.
2. Decrease chronic absenteeism rate from 11.2% to 10% in the 17 - 18 school year.

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:

There is a need to continue to support families in getting students to school on time, on a regular basis. Our efforts this year include targeting our chronic absentee subgroup of students and families. These families have been identified and the school follows the School Attendance Review Board (SARB) process in order to work with families to get students in school. This process includes accurate tracking of attendance data with the site secretary, conducting home visits with the school social worker and probation officer, meetings with site administration and parents, as well as possible referrals to court.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
1. Maintain the District attendance rate at or above 95%.	<p>At the conclusion of the 16 -17 school year, attendance data for WFES was at 96.7%</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>	Maintain the District attendance rate at or above 95%.
2. Decrease Chronic Absenteeism rate	<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>	The chronic absenteeism rate will decrease by .5%.

	<p>WUSD's chronic absenteeism rate for 2014-15 was 18%</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 rate was 92.4%. WUSD's Alternative Education graduation rate was 37.4%. The state graduation rate for that same year was 82.3%.</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>
<p>4. Decrease the number of high school dropouts at both Washington Union High School and in Alternative Education programs.</p>	<p>In the 2015-16 cohort, Washington Union High School reported 8 dropouts. In WUSD's Alternative Education programs, there were 28 cohort dropouts.</p> <p>In the 2014-15 cohort, Washington Union High School reported 10 dropouts. In WUSD's Alternative Education programs, there were 41 cohort dropouts.</p>	<p>WUSD will decrease the number of students who drop out of school by 1%.</p>
<p>5. Reduce the number of students who are suspended annually overall and for each subgroup</p>	<p>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</p> <p>In 2014-15, the suspension rate for WUSD was 9.1% as reported on the Five-by-Five Placement Report.</p> <p>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%</p>	<p>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%.</p>
<p>6. Reduce the number of students who are expelled annually overall and for each subgroup</p>	<p>As of April 2017, the total number of students expelled for the 2016-17 school year is 3.</p> <p>Expulsions by sub-group: Hispanic: 3</p> <p>The total number of students expelled in 2015-16 was 5 students.</p>	<p>Reduce the number of students expelled overall by 1.</p>

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

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

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
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	Rosetta Stone Lanugage Live		
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 As availabe	Site administrators Principal Learning Director Other	For EL students		
6. Parent Involvement 6. The district/school will provide family literacy, parent outreach, and training activities designed to assist parents to become active participants in the their children education.		August-June Montly	Site principal Learning Director	Parent Literacy Night Parent Advisory Committee training Jump Into English PBS Workshops		

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 3	120	159	119	117	154	116	116	154	116	97.5	100	97.5
Grade 4	145	125	152	141	117	149	141	117	149	97.2	100	98
Grade 5	120	146	115	119	141	112	119	141	112	99.2	100	97.4
All Grades	385	430	386	377	412	377	376	412	377	97.9	95.8	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 3	2371.7	2359.8	2392.1	6	3	12.93	15	15	18.10	32	24	29.31	46	58	39.66
Grade 4	2373.3	2407.1	2401.1	1	9	8.72	11	15	16.11	16	24	20.13	72	52	55.03
Grade 5	2440.3	2426.1	2467.1	4	5	15.18	21	11	22.32	18	25	27.68	57	59	34.82
All Grades	N/A	N/A	N/A	4	5	11.94	16	14	18.57	21	24	25.20	59	57	44.30

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	3	11.21	41	36	36.21	53	61	52.59
Grade 4	1	10	6.04	33	26	45.64	66	64	48.32
Grade 5	10	5	16.96	33	36	42.86	57	59	40.18
All Grades	6	6	10.88	35	33	41.91	59	61	47.21

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	3	16.38	47	40	42.24	46	57	41.38
Grade 4	3	8	9.40	29	48	44.30	67	44	46.31
Grade 5	7	7	15.18	39	29	48.21	54	64	36.61
All Grades	5	6	13.26	38	39	44.83	56	56	41.91

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	2	12.07	60	70	60.34	35	28	27.59
Grade 4	4	8	3.36	50	61	57.72	45	32	38.93
Grade 5	10	4	11.61	55	51	60.71	35	45	27.68
All Grades	6	4	8.49	55	61	59.42	39	35	32.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	12	19.83	49	40	51.72	42	48	28.45
Grade 4	1	13	9.40	46	46	49.66	52	41	40.94
Grade 5	12	10	24.11	57	54	47.32	31	36	28.57
All Grades	7	11	16.98	51	47	49.60	43	42	33.42

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

1. Large gains were made in ELA in overall scores of those students who met or exceeded standard when comparing 15-16 school year and 16-17 school year.
2. Few students score in the above standard level overall.
3. Percentages of students who did not meet standard continues to decrease each year.

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	120	159	118	120	154	114	119	154	114	100.0	96.9	96.6
Grade 4	145	125	152	141	117	150	141	117	150	97.2	93.6	98.7
Grade 5	120	147	115	118	144	111	118	143	111	98.3	98	96.5
All Grades	385	431	385	379	415	375	378	414	375	98.4	96.3	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2378.8	2372.1	2423.1	2	2	16.67	21	18	24.56	31	29	25.44	46	51	33.33
Grade 4	2388.4	2422.8	2413.5	0	4	4.00	8	16	17.33	33	36	28.00	60	44	50.67
Grade 5	2453.0	2438.2	2474.7	5	5	16.22	14	11	15.32	28	27	23.42	53	57	45.05
All Grades	N/A	N/A	N/A	2	4	11.47	14	15	18.93	31	30	25.87	53	51	43.73

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	8	26.32	33	32	40.35	57	60	33.33
Grade 4	3	10	12.08	24	31	27.52	73	59	60.40
Grade 5	12	10	22.52	24	24	29.73	64	66	47.75
All Grades	8	9	19.52	27	29	32.09	65	62	48.40

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 3	11	10	19.30	41	31	46.49	47	60	34.21
Grade 4	1	7	5.37	33	34	34.90	66	59	59.73
Grade 5	5	4	17.12	34	27	33.33	61	69	49.55
All Grades	6	7	13.10	36	30	37.97	58	63	48.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 3	4	6	30.70	53	56	43.86	42	38	25.44
Grade 4	1	10	5.37	24	45	38.93	74	44	55.70
Grade 5	3	4	18.92	43	34	36.04	53	62	45.05
All Grades	3	7	17.11	39	46	39.57	58	48	43.32

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

1. Concepts and Procedures is the area where students scored the highest.
2. Percentages of students who score overall met or exceeding standard has increased each year of testing.
3. Percentages of students who did not meet standard continues to decrease each year.

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

West Fresno Elementary School creates a passion for lifelong learning and empowers students to value self, others, and the world.

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

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

Technology Skills Necessary to Achieve School Site Vision:

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

The district has provided for advanced learning through the distribution of Chromebooks for student use. The use of computers allows for authentic and enhanced instruction that prepares students for the CAASPP as well as for college and careers. Students are taught how to type properly using a district purchased online typing program, they have access to educational apps, and are utilizing technology in all classrooms, TK - 5th grade. Continued skills, such as robotics and computer programming need to continue to be taught to both teachers and students.

Tools Already Available to Help Achieve School Site Vision:

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

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

Laptops are used in classrooms of K - 5th grade. Students in grades 3 - 5 are 1:1 with their devices. Students utilize their Chromebooks in all subjects and utilize the Google platform to collaborate, communicate, create, and critically think while engaging with content standards. These devices help enhance the curriculum, as many of the ELA and math curriculum resources can be accessed online. Students in grades K - 2 are 1:2 with devices. Teachers utilize the Chromebooks in these grade levels in small groups and for partner work. Tablets are utilized in TK and Special Education. These devices allow for students to access online supports and online apps geared towards their developmental needs. Robotics have

been introduced to grade 5 students using Lego purchased materials. The Lego Robotics technology is also utilized in the after school program and with GATE students.

Tools Needed to Achieve School Site Vision:

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

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

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

Evaluation of the effectiveness of the plan on increasing student achievement and motivation:

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

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

On Going Professional Development:

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

Teachers in grades 3 - 5 need training in how to implement STEM programs within their classrooms and align it to their current standards and curriculum.

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

Timeline to Accomplish Goals

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

Schedule to Accomplish Goals (Example)

SPSA Reference Priority/Action	Project Task (be specific)	Proposed Date(s)	Responsible Person(s)	Target Group	Funding Source	Budget
1	Order 30 new student Chromebooks	Fall 2015	Debbie Latteri, Mike Goff, Mike Fury	EL Low Income and Foster Youth	LCFF Supplemental	\$12,000
2	Install wireless throughout the campus and front patio	Fall 2015	Mike Fury, Reid Cameron	All students and staff	Donations	\$30,000

3	Order 30 iPads for reading support class	Fall 2015	Debbie Latteri, Mike Goff, Mike Fury	At Risk Students	Title 1	\$15,000
4	Ongoing iPad training (cost for extra earnings)	Fall 2015 to Spring 2016	Debbie Latteri, Apple Professional Development Program	All reading support teachers	Title 1	\$4,500

Addendum

Appendix C - School Site Council Membership (West Fresno Elementary School)

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

Name of Members	Role	Signature
Toshia Foth	Principal	
Lucero Lewis	Parent or Community Member	
Crystal Avila	Other School Staff	
Nicole Moye	Other School Staff	
Carolina Leal	Classroom/Teacher	
Maria Elena Chavez	Parent or Community Member	
Elizabeth Mendoza	Classroom/Teacher	
Obdulia Gil	Parent or Community Member	
Latoya Heard	Parent or Community Member	
Erica Cabrera	Parent or Community Member	
Danielle Garrison	Classroom/Teacher	

(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)**:

X	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):	_____ 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 .

Attested:

Toshia Foth		
Typed Name of School Principal	Signature of School Principal	Date

Carolina Leal		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

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

Title	Name
Principal	Toshia Foth
Learning Director	Sabrina Green
Learning Director	Nicole Moye
Social Worker	Crystal Avila
Teacher	Carolina Leal
Parent	Obdulia Gil
Parent	Maria Chavez
Special Education Teacher	Elizabeth Mendoza
Teacher	Danielle Garrison
Parent	Lucero Villegas