

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 Middle School		
CDS Code	10767786006613		
Revision Date	January 2018		
Superintendent	Mr. Campbell		
Contact Name and Title	Lucio Cortez Principal	Email and Phone	lcortez@wusd.ws (559) 495-5622
The District Governing Board approved this revision of the SPSA on			

The School's Mission & Vision Statements

Vision

Our vision at West Fresno Middle School is to make learning experiences engaging and meaningful.

Mission Statement

At West Fresno Middle School, our mission is to ensure that students are exposed to critical academic skills and the qualities of good character necessary for their success in high school, college and future careers.

Goals:

1. Increase reading, writing, and problem solving skills.
2. Foster student engagement through rigorous and relevant curriculum.
3. Monitor student learning by continually evaluating assessment data.
4. Promote great character through our PRIDE (Pride, Responsibility, Integrity, Discipline, and Etiquette) values.
5. Create transparent procedures.
6. Collaborate with stakeholders to create a positive learning environment for our students.

Motto:

Reading, Writing, Problem Solving.

The School's Theory Of Action

SCHOOL PROFILE

West Fresno Middle School is located in Fresno, California and is 3 miles west of Fresno. The school was established over 50 years ago and has a long history in a suburban community. The school has a diverse population of approximately 386 students in grades six through grade eight. 36.7% of students are English Language Learners and 100% of our school population is designated socioeconomically disadvantaged. Our student population represents approximately 78.3% Hispanic, 11.8% Asian, 7% African American and 2% Caucasian.

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. According to the CA School Dashboard, our ELL population made a 16.9% gain, making very high gain at 91.1%. Our EL and Reclassified students shows an increase in the Math....Reclassified students increased 7.8 points and our EL 5.4 points. Data indicates the whole school population increased 5.1 points in Math. Socially Economically Disadvantaged students increased 3.8 points & students with disabilities increased 3.8 points in Math. The English Language Arts Assessment results show the following:

Students with disabilities increased 17 points.

Our African American students increased 20 points.

Our Asian students increased 2 points.

The AMAO 1 subgroup:

Made a 13% increase in English Proficiency

Attendance improved 1.1% from the 15-16 school year to the 16-17 school year.

2. The following actions and services have contributed to our student academic gains:

Social emotional and academic counseling

Organizational skills

Instructional schedule change to include RTI

ELA & Math Academic Coaches

School-wide writing to focus on different types of writing genres.

Implementation of school wide Reading Plus Program to monitor student vocabulary and reading comprehension.

PBIS Tiered Program

Structured After school Program

Attendance Monitoring

3. Title 1 Funding supported the following:

Professional Development: Technology, Teacher Planning,

Academic Coaches

STEM Program

Consultants: County Library Services

Parenting classes for parents

2016-17 Overall Progress

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		6	3
English Learner Progress (1-12)		1	0
English Language Arts (3-8)		4	4
Mathematics (3-8)		4	2

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.





Access Complete Report via Link: goo.gl/3hLuas

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?

1. According to the Ca. School Dashboard our suspension rate is 17.7% which is high.

Equity Report Status and Change Report Detailed Report Student Group Report				
<p>This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.</p> <p>View the Five-by-Five Placement Report for this Indicator.</p> <p>All</p>				
	Student Performance	Number of Students	Status	Change
All Students		423	Very High 17.7%	Increased +0.5%
English Learners		195	Very High 18.5%	Increased +1.3%
Foster Youth		10	*	*
Homeless		8	*	*
Socioeconomically Disadvantaged		409	Very High 17.6%	Increased +1.2%
Students with Disabilities		58	Very High 27.6%	Declined Significantly -7.3%
<small>ooldashboard.org/#/ReportGroup/10767786006613/3/13</small>				

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

2. The leadership team met to incorporate the following:

Recruitment of intern-counselors from Fresno State and Fresno Pacific
 Character School Implementation
 Constant communication with parents
 Lunch and After School Reflection
 Restorative Justice
 Enriching Academic Programs

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

"All Student" Data:

The 2017 California School Dashboard shows that we are 3 performance levels below in the ELA. In Math, we are 2 performance levels below.

20167 Performance Gaps

[Equity Report](#)
[Status and Change Report](#)
[Detailed](#)

This report shows the performance levels for all students at

[State Indicators](#)
[All Students](#)
[Chronic Absenteeism](#) 

N/A

[Suspension Rate \(K-12\)](#)

[English Learner Progress \(1-12\)](#)

[English Language Arts \(3-8\)](#)

[Mathematics \(3-8\)](#)


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

ELA..

- *Support of academic coaches to improve instructional strategies
- *School-wide writing process to enforce informational, argumentative and narrative writing
- *Implementation of Reading Plus to monitor vocabulary, reading fluency and comprehension
- *Response to Intervention: implementation of instructional strategies to reteach a concept/skill not previously mastered
- *School-wide implementation of a "skills based lesson design"
- *Peer observations

Math:

- * Support of academic coaches to improve instructional strategies to focus on implementation of problem solving
- * Peer observations
- * Ongoing professional development: Mathematical Mindset
- * Monthly District Math PLC meetings to analyze assessments and curriculum
- * Enriching math activities to challenge students in math related performance tasks
- * Implementation of supplemental resources: Buzzmath

20167 Performance Gaps

[Equity Report](#)
[Status and Change Report](#)
[Detailed](#)

This report shows the performance levels for all students at

[State Indicators](#)
[All Students](#)
[Chronic Absenteeism](#) 

N/A

[Suspension Rate \(K-12\)](#)

[English Learner Progress \(1-12\)](#)

[English Language Arts \(3-8\)](#)

[Mathematics \(3-8\)](#)


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.

West Fresno Middle School will continue to implement the following in order to improve services for our subgroup population:

- *Ongoing individualized or group counseling
- * Attendance monitoring
- * Response to Intervention
- * Instructional aide support for EL students & student receiving SPED services
- * Provide computer/technology equipment for all students
- *STEM program
- *Science equipment and supplemental supplies to support expanded opportunities
- *Library support
- *Intervention specialist to meet with student for academic counseling

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.

Barriers/Challenges:

1. Social emotional counseling for students
2. Academic counseling
3. Literacy issues
4. High suspension rate

Corrective Measures:

1. Continue to work with district staff to inquire about permanent counselor to provide support in the area of on social emotional issues; implement a curriculum that teaches students to regulate their emotions, continue to closely monitor students that exhibit social/emotional issues.
2. Continue to use data to identify students that need intervention; implement a student lead tutoring program during lunch; create a HW Zone teacher committee that can provide intervention during the last period of the day; provide academic counseling to students that are underperforming.
3. Continue to implement Reading Plus to monitor students' fluency, vocabulary, and comprehension skill; continue to improve our schoolwide writing program that focuses on informational, narrative, and argumentative writing; implement a reading program that helps students that are 3+ years behind; continue to focus on Best First Instruction that helps EL students.
4. Continue to analyze data to identify students; in lieu suspension, implement Character School that provides education and counseling, continue to provide monthly incentives for students that receive zero referrals.

- 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.

SSC and ELAC monthly meeting were conducted to analyze performance data and generate alternative for concerning issues. During our Coffee with the Principal meetings, we received input from community members on how to improve parent involvement and services for our parents.

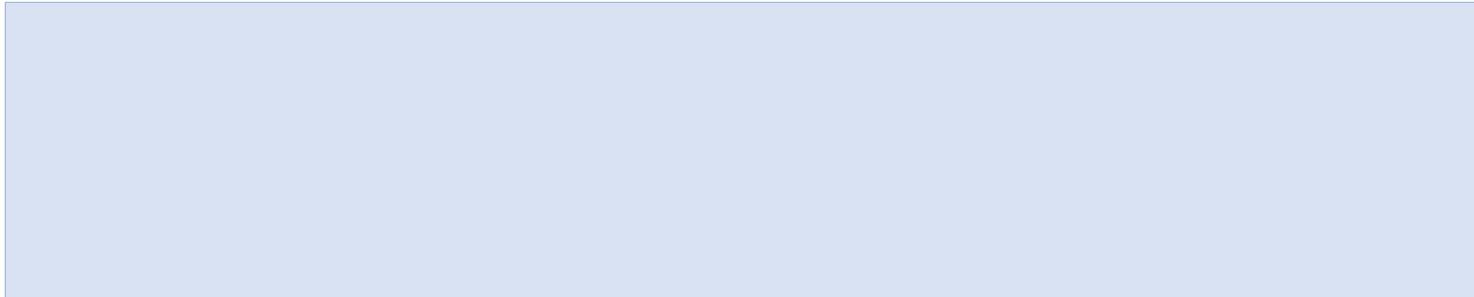
- II. INVOLVEMENT GOVERNANCE – MONITORING SPSA –** Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

During the school year, we conducted 2 "Data Summit" reviews to monitor progress of our goals, which were based on our 2017 academic performance. After each report, summary was shared to district , parents, and WFMS staff.

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

We involve our WFMS parents in the following activities:

1. Coffee with the Principal
2. SSC
3. ELAC
3. Night of the Arts Event.
4. Back to School Night events.
5. No Walls Gym Program
6. Diabetes classes
7. Parent/Teacher conference week.
8. Academic Awards Ceremonies
9. Sports events



IV. TRANSITIONS

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

SECONDARY SCHOOLS- Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

In order to welcome new students to our school we conduct the following:

Leadership students provide a tour of our campus

Intervention Specialist provides orientation on dress code, school wide expectations and organizational skills

Entry level assessments given to determine student reading level

New families enrolling at the site receive and application packet and meet with support staff prior to student enrollment

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.

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	269490	233,560.00
Title II Part A: Improving Teacher Quality	20064	0.00
Title III Part A: Language Instruction for LEP Students	26388	4,788.00

Summary of Expenditures in this Plan: (By goal)

Goal 1	\$1,819,661.00
Goal 2	\$247,099.00
Goal 3	\$
Goal 4	\$21,600.00

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:

1. Provide coaching support to our new teachers in Skill Based Instruction.
2. Conduct monthly meeting with new teachers to address concerning needs.
3. Provide timely walk through feedback.
4. Provide clear instructional expectations for our staff.

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
1. Alignment to Standards 1. Site administrators (daily) will visit classrooms and maintain observation data using the district walk through form to verify that standards aligned quality instruction is taking place to address the needs of all learners, including English learners and students with disabilities.		August - June Daily: Conduct classroom observations and provide immediate feedback to teachers Weekly: Analyze data at the site level Monthly: Analyze data at the district level Annually: Analyze yearlong data to inform professional development	Principal Learning Director	Admin oversight	LCFF - Base	110850
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.	Principal Learning Director Teachers		LCFF - Base	728296
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	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
		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 Teachers EL tutors RSP teacher SDC Teacher RSP/SDC aide		LCFF - Supplemental	21393
5. Extended Learning 5. Students in Grades 6-8 with identified special instructional needs will receive a program based upon their individual data ensuring appropriate accommodations and support as defined in their IEPs.		August-June Daily: RSP/SDC program as defined in students' IEPs Monthly: As needed to address IEP goals and required interventions Annually:	Principal Learning Director Social Worker Counselor Intervention Specialist Teachers RSP Teacher SDC Teacher Inst. Assistants Psychologist Speech Therapist		LCFF - Supplemental	36240
6. Monitoring 6. District-wide benchmark assessments will be administered three times each year by all teachers to monitor progress in ELA .		October-December-March Administer district ELA benchmark	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 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 Grades 6-8 will meet with the principal at least twice each year for "Coaching Conversations" to analyze student data, determine student progress and assess instructional needs.		Bi-annually October and March: Meet one on one with teachers to review available data in order to determine student progress and assess instructional needs.	Principal Learning Director Teachers			
10. Technology 10. Students will be given an opportunity to use existing technology to practice literacy skills.		August-June Daily: Teachers use available technology to enhance instruction and students use available technology to practice literacy skills. Annually: District updates technology plan	Principal Learning Director Teachers Inst. Assistants IT			
11. Technology 11. Identified students in grades 6-8 will receive access to various approved software for intervention and enrichment instruction.		August-June Daily: Teachers use available technology to provide intervention/enrichment for identified	Principal Learning Director 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 Grades 6-8, including specialists and special education teachers. All team leads will submit agendas and minutes to site administration for review.		August-June Weekly: Teachers meet in grade level PLCs to monitor student performance data and develop plans for improvement. Bi-weekly: Site-Admin meet with grade level leads to ensure all teams make progress in the cycle of inquiry Annually: District and Site-Level admin meet to analyze data and determine program effectiveness.	Principal Learning Director Teachers Psychologist Counselor Other			
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	Principal Learning Director Teachers Other	Teacher Training	Title II Part A: Improving Teacher Quality	7890

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 Grades 6-8 regularly inform parents of their child's academic progress through progress reports, parent/teacher conferences, promotion and retention conferences, and conferences related to a student academic progress.		August-June Weekly: As needed for parent-teacher communication Oct-April: Parent-Teacher- Conferences	Principal Learning Director Teachers			

Goals, Actions, & Services 2017-18

CA Data Dashboard

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:

1. Continue to provide parent education/resources on issues relating to health and student learning.
2. Use the Google Reporting Form to keep track of parent participation.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

2016-17 Baseline

2017-18

1. Facilitate parent involvement through Parent Involvement Google Reporting Form.
2. Provided 6 English acquisition and parenting skills classes for parents.

3286 recorded parent contacts

Provided 6 English acquisition and parenting skills classes for parents.

3500 recorded parent contacts

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	Principal Learning Director			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
		level Monthly: Analyze data at the district level Annually: Analyze yearlong data to inform professional development				
2. Alignment to Standards 2. All teachers will post 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 Teachers	LCFF - Base	140791
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. 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.		August-June Daily/Weekly: Appropriate person provides identified intervention strategies/curriculum	Principal Learning Director Teachers Inst. Assistants EL tutors 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
		Annually: Examine academic progress to determine program effectiveness.				
5. Extended Learning 5. Students in Grades 6-8 with identified special instructional needs will receive a program based upon their individual data ensuring appropriate accommodations and support as defined in their IEPs.		August-June Daily: RSP/SDC program as defined in students' IEPs Monthly: As needed to address IEP goals and required interventions Annually:	Principal Learning Director Social Worker Counselor Intervention Specialist Teachers RSP Teacher SDC Teacher Inst. Assistants Psychologist Speech Therapist	After School Program	After School and Education Safety (ASES)	13076
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	Master schedule		

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 Teachers			
9. Monitoring 9. All teachers Grades 6-8 will meet with the principal at least twice each year for "Coaching Conversations" to analyze student data, determine student progress and assess instructional needs.		Bi-annually October and March: Meet one on one with teachers to review available data in order to determine student progress and assess	Principal Learning Director Teachers	Coaching Conversations		

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	Technology Software		
11. Technology 11. Identified students at grades Grades 6-8 will receive access to various approved software for intervention and enrichment instruction.		August-June Daily: Teachers use available technology to provide intervention/enrichment for identified students Annually: Evaluate program need and renew site licenses	Principal Learning Director Teachers Inst. Assistants RSP Teacher RSP Aide	Technology software		
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 6-8, 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	Late Start Wednesday		

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	Professional Development:	Title II Part A: Improving Teacher Quality	7880
14. Parent Involvement 14. Site administrators will ensure that teachers Grades 6-8 regularly inform parents of their child's academic progress through progress reports, parent/teacher conferences, promotion and retention conferences, and conferences related to a student academic progress.		August-June Weekly: As needed for parent-teacher communication Oct-April: Parent-Teacher-Conferences	Principal Learning Director Teachers			

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

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:

Goals

Math:

Our 2017-18 goal is to improve our “Met Achievement Standard” from 19% to 25%.

ELA:

Our 2017-18 goal is to improve our “Met Achievement Standard” from 32% to 37%.

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	In the 2015-16 school year, 30.5% of students who took	The percent of students scoring a 3 or higher on

Advanced Placement exams will increase annually.	an AP exam received a score of 3 or higher.	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 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 including Non core teachers		
2. Alignment to Standards 2. Teachers will use Smarter Balanced Writing rubrics in grades 6-8.		August-June Daily:	Teachers	Writing scoring rubrics from SBAC		
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	Writing strategies		
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		August-June As available	Teachers	Professional development		

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

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

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:

EL students Goals:

1. Work with the ELD Team to analyze data, set goals, and generate action plans.
2. Incorporate ELD strategies and reading/writing intervention.
3. Improve first time instruction by providing Math and ELA coaching to our teachers.
4. Support ELD students in their ELA classes by providing HW intervention.

Attendance goals:

1. WFMS will improve attendance rate from 96.2 % to 96.5% for the 2017-18 school year.
2. WFMS will decrease the percentage of chronic absenteeism from .05% to .04%.

Suspension rate goals:

1. By June 2018 WFMS will decrease the total number of suspensions by .05% through the use of research based behavior interventions. The PBIS team will meet 40 times within the school year to monitor the interventions being provided.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
1. Maintain the District attendance rate at or above 95%.	As of April 2017, WUSD's School Year Attendance data shows an attendance rate of 95.05%. (Months 1-9) 2015-16 School Year Attendance data shows an attendance rate of 94.95%. (Months 1-11) 2014-15 School Year Attendance data shows an attendance rate of 93.82%. (Months 1-11)	Maintain the District attendance rate at or above 95%.

<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 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:</p>	<p>Reduce the number of students expelled overall by 1.</p>

	<p>Hispanic: 3</p> <p>The total number of students expelled in 2015-16 was 5 students.</p> <p>Expulsions by sub-group: Hispanic: 4 African American: 1</p>	
<p>7. Continue to exceed the state average for Middle School Dropout Rates at West Fresno Middle School.</p>	<p>As of June 2017, the total number of students who dropped out of Middle School in WUSD was 0.</p>	<p>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.</p>
<p>8. Increase the number of students who report feeling safe at school according the the Healthy Kids Survey Results.</p>	<p>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%.</p>	<p>The number of students who state they feel safe at school according to the Healthy Kids Survey Results will increase by 5%.</p>

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. All EL students will receive daily English Language Development instruction at their assessed Language level in order to acquire English and meet AMAO targets.</p>		<p>August-June Daily: English Language Development Annually: CELDT assessment</p>	<p>Principal Learning Director Teachers Instructional Aides</p>	<p>ELD classes</p>		
<p>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.</p>		<p>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</p>	<p>Principal Learning Director Teachers</p>	<p>Classroom instructional strategies</p>		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
3. Materials and Strategies 3. Teachers will provide ample opportunities for EL students to listen, speak, read and write during each lesson.		August-June Daily	Teachers	Instructional strategies		
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	Reading Plus Lexia		
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 available	Site administrators Principal Learning Director Other	Professional development for EL studnets		
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 Monthly	Principal Learning Director	Parent Literacy Night Advisory Committee training		

Eight State Priorities 2017-18

- I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- II. **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- IV. **Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- V. **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)
- VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

Appendix A - School and Student Performance Data Forms

CAASPP Results for All Students

English Language Arts/Literacy

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 6	122	126	144	118	121	141	118	121	141	96.7	95.3	97.9
Grade 7	104	124	124	102	119	122	102	119	122	98.1	95.2	98.4
Grade 8	89	114	118	86	113	116	85	113	116	96.6	99.1	98.3
All Grades	315	364	386	306	353	379	305	353	379	97.1	96.4	98.2

* 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 6	2480.3	2492.0	2453.4	4	7	3.55	23	30	18.44	36	28	26.95	37	36	51.06
Grade 7	2493.4	2502.3	2512.6	4	4	4.92	20	25	27.87	31	30	36.07	45	40	31.15
Grade 8	2491.5	2521.3	2549.4	0	4	5.17	14	24	37.93	38	41	31.90	47	32	25.00
All Grades	N/A	N/A	N/A	3	5	4.49	19	26	27.44	35	33	31.40	42	36	36.68

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 6	6	5	7.80	43	44	36.88	51	51	55.32
Grade 7	11	11	9.84	36	41	45.08	53	48	45.08
Grade 8	6	12	17.24	35	43	52.59	59	45	30.17
All Grades	8	9	11.35	39	43	44.33	54	48	44.33

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 6	11	8	3.55	49	55	41.13	40	36	55.32
Grade 7	12	13	15.57	45	49	52.46	43	38	31.97
Grade 8	2	7	18.97	55	54	61.21	42	39	19.83
All Grades	9	10	12.14	50	53	50.92	42	38	36.94

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 6	3	10	4.96	73	67	56.74	24	23	38.30
Grade 7	4	8	7.38	56	63	60.66	40	29	31.97
Grade 8	0	7	5.17	59	67	78.45	41	26	16.38
All Grades	3	8	5.80	63	66	64.64	34	26	29.55

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 6	15	20	8.51	61	60	43.97	24	21	47.52
Grade 7	9	14	17.21	59	52	57.38	32	34	25.41
Grade 8	1	10	14.66	56	60	54.31	42	30	31.03
All Grades	9	15	13.19	59	57	51.45	32	28	35.36

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

1. ELA: Total % of students the "Met the achievement Standard" increased by 1%.
2. Reading and writing are the two areas that our students struggled the most: 44% of our students scored "below standard" in reading. 37% of students scored "below standard" in writing.
3. Our student scored the best in "Research /inquiry": 13% scored above standard.

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 6	122	126	144	119	124	141	119	124	141	97.5	97.6	97.9
Grade 7	104	124	124	103	119	123	103	119	123	99.0	95.2	99.2
Grade 8	89	114	118	87	114	112	87	113	112	97.8	100	94.9
All Grades	315	364	386	309	357	376	309	356	376	98.1	97.5	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 6	2458.7	2459.7	2439.5	3	2	4.26	14	10	10.64	31	41	31.91	52	47	53.19
Grade 7	2466.9	2477.1	2483.8	3	4	4.88	8	16	14.63	32	30	30.89	57	50	49.59
Grade 8	2452.1	2481.4	2512.8	0	1	8.93	6	7	15.18	21	27	25.89	74	65	50.00
All Grades	N/A	N/A	N/A	2	3	5.85	10	11	13.30	28	33	29.79	60	54	51.06

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 6	9	4	6.38	25	20	30.50	66	76	63.12	
Grade 7	4	11	11.38	27	24	22.76	69	66	65.85	
Grade 8	1	3	13.39	21	29	31.25	78	68	55.36	
All Grades	5	6	10.11	25	24	28.19	70	70	61.70	

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 6	3	5	4.96	43	41	31.21	54	54	63.83
Grade 7	2	6	4.07	37	50	47.15	61	45	48.78
Grade 8	1	2	11.61	52	49	35.71	47	50	52.68
All Grades	2	4	6.65	43	46	37.77	54	49	55.59

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 6	4	2	3.55	50	53	36.88	46	44	59.57
Grade 7	6	4	7.32	67	57	60.16	27	39	32.52
Grade 8	0	3	8.93	41	50	56.25	59	48	34.82
All Grades	4	3	6.38	53	53	50.27	43	44	43.35

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

1. Math: Total % of students the "Meth the Achievement Standard" increase by 5%.
2. We reduced the number of students that scored below standard in problem solving by 6%.
3. Math Concepts and Procedures is an area that students struggled the most: 62% scored below standard.

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

Vision

Our vision at West Fresno Middle School is to make learning experiences engaging and meaningful.

Mission Statement

At West Fresno Middle School, our mission is to ensure that students are exposed to critical academic skills and the qualities of good character necessary for their success in high school, college and future careers.

Goals:

1. Increase reading, writing, and problem solving skills.
2. Foster student engagement through rigorous and relevant curriculum.
3. Monitor student learning by continually evaluating assessment data.
4. Promote great character through our PRIDE (Pride, Responsibility, Integrity, Discipline, and Etiquette) values.
5. Create transparent procedures.
6. Collaborate with stakeholders to create a positive learning environment for our students.

Motto:

Reading, Writing, Problem Solving.

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

--

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.

--

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.

Laptops

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
- 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?

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.

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 Middle 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
President, Maria Chavez	Parent or Community Member	
Vice President, Obdulia Gil	Parent or Community Member	
Secretary, Ofelia Pablo	Parent or Community Member	
Lucio Cortez	Principal	
Terrence Brown	Other School Staff	
Neda Musleh	Other School Staff	
Javier Gamboa	Classroom/Teacher	
Matt Rotondi	Classroom/Teacher	
Ingrid Banda	Other School Staff	
Brad Black	Classroom/Teacher	
Aujanæ McClure	Secondary Student	
Christina Santos	Secondary Student	
Daisy Capilla	Secondary Student	

(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 February 1, 2018.

Attested:

Mr. Lucio Cortez		
Typed Name of School Principal	Signature of School Principal	Date

Maria Chavez		
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
Parent	Maria Chavez
Parent	Obdulia Gil
Parent	Ofelia Pablo
Principal	Lucio Cortez
School Staff	Terrence Brown
School Staff	Neda Musleh
School Staff	Javier Gamboa
School Staff	Matt Rotondi
School Staff	Brad Black
Students	Aujanae McClure, Christina Santos, Daisy Capilla