

**West Fresno Elementary School (WFES)**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	West Fresno Elementary School (WFES)
Street	2910 South Ivy Avenue
City, State, Zip	Fresno, CA 93706
Phone Number	559-495-5605
Principal	Sandra Aguilera
Email Address	sandra.aguilera@wusd.ws
Website	www.wfes.washingtonunified.org
County-District-School (CDS) Code	1076778 6006605

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Washington Unified School District
Phone Number	(559) 495-5600
Superintendent	Randy R. Morris
Email Address	randy.morris@wusd.ws
Website	www.washingtonunified.org

### School Description and Mission Statement (School Year 2020-2021)

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

West Fresno Elementary School is located in a diverse, rural area west of Fresno, California. We are dedicated to implementing research based best practices and a rigorous instruction that targets the common core state standards. Whether our instruction be virtual or in person, we foster a supportive environment that is comfortable and enables students to reach their maximum academic potential. In addition, we offer numerous opportunities for students to learn the necessary social skills to become caring, respectful, and motivated members of our society. At West Fresno Elementary we also embrace the WUSD Core 6, which are the district's core values, and propel students to become well rounded individuals. The West Fresno Staff supports the district's vision to ensure that each student will master the academic knowledge and skills, habits of mind, and qualities of character necessary to succeed in high school, college, and the competitive world beyond.

Together, we are a Professional Learning Community that promotes effective and rigorous instruction, appropriate assessments, data analysis, and parent educational opportunities. We provide students academic and social emotional interventions that further increase student growth and achievement. Our vision embraces our school as a place that ensures that all students will engage in collaboration, communication, critical thinking, and positive relationships. We promote respect, responsibility, and safety among all partners in the education of our students.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	142
Grade 1	113
Grade 2	114
Grade 3	113
Grade 4	117
Grade 5	91
<b>Total Enrollment</b>	<b>690</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	9.4
American Indian or Alaska Native	0.6
Asian	9
Filipino	0.3
Hispanic or Latino	76.8
White	2.8
Two or More Races	0.4
Socioeconomically Disadvantaged	93.9
English Learners	54.6
Students with Disabilities	11
Foster Youth	0.1
Homeless	0.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	35	35	36	130
Without Full Credential	3	2	0	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic REACH	Yes	0.0
Mathematics	Grades K-5 Eureka Math	Yes	0.0
Science	Grades K-5 Harcourt School Publishers, California Science	Yes	0.0
History-Social Science	Grades K-5 Pearson Scott Foresman, Scott Foresman History-Social Science for California*	Yes	0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	N/A		0.0

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

## School Facility Conditions and Planned Improvements

General Information:

Age of School Buildings: The elementary school houses grades TK-5. Portable classrooms have been added to our existing classrooms, which were built in 1953. The school has an administration office, a library, computer center, and classrooms. Kindergarten classrooms have their own playground which was installed in 1998 and modernized in 2011. The first, second, third, fourth, and fifth graders have playground equipment. There is an asphalt playground that is over 5,400 square feet for upper grade use. The large parking lot was modernized in a project in 2000. It includes flowerbeds, trees, and sprinklers. All the classrooms were modernized beginning 1999- 2002. The walls, floors, ceilings, and cabinets were installed over a three-year period; new roofs and canopies were done as a part of modernization and deferred maintenance hardship; in addition to the roofs, the rooms were furnished with air conditioning and heating. In 2018, campus restrooms and exterior surfaces underwent modernization.

Maintenance and Repair: The maintenance shop is on the south side of the elementary campus. The maintenance and operations department is in a 2,240 square-foot building, built in 1997. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

**School Facility Good Repair Status**

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

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

**Year and month of the most recent FIT report: 8/25/2020**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	To be scheduled for repair: Wing 17-21: Torn carpet in room 21
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	To be scheduled for repair: Wing 29-35: Evidence of pest dropping in Rm 29
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Exemplary	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	21	N/A	36	N/A	50	N/A
Mathematics (grades 3-8 and 11)	29	N/A	25	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	15	N/A	14	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2020-2021)

Parent involvement and communication are essential to our school success. Even though school has been conducted online thus far this school year, parents have many virtual opportunities to provide input and be engaged in their child's education. They are encouraged to serve on advisory committees and leadership teams such as: the English Learners Advisory Council (ELAC), School Site Council (SSC) and Migrant Advisory Committee. Parent educational sessions are also offered throughout the year via Coffee With the Principal meetings. All parent meetings have been conducted online this year. West Fresno Elementary School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities. Home and school communication is enhanced through the student/parent handbook, the school website, student report cards, robocalls and other regular communication activities. Translation is regularly provided for written and in-person communication. In addition, two Parent/Teacher conferences are held (Fall and Spring) to further promote our dedication to creating effective communications between our teachers and parents.

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.1	2.9	5.9	6.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3	5.6	2.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

Safety of students and staff is always at the forefront at West Fresno Elementary School. Before, during, and after school, responsibility for monitoring the campus is shared by management, certificated and support staff. All visitors must sign in at the office and wear appropriate identification while on campus. In addition, due to the pandemic, all visitors must take the Covid screening survey and temperature is checked before admittance onto the campus. When school is in session, we have a closed campus; students are not allowed off campus during the school day.

The safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students.

Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. In addition, the plan includes procedures for exit routes, and inventories of emergency supplies. At the school site, fire drills are practiced monthly and lock down drills are practiced each semester. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. It was last reviewed and approved by our SSC/ELAC committees on September 23, 2020. We make the plan available on our school website and keep copies in the office for parents. The plan is shared with staff during a school wide staff meeting.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	2	4		23		6		23	1	5	
1	22		5		23	1	4		23		5	
2	23		5		23		5		21		5	
3	20	2	3		23		5		21		5	
4	22		5		23		4		22		5	
5	24		6		23		5		22		4	
Other**	8	1			10	1			8	2		

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

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

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	1 to 690

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	2
Other	21.25

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,545	\$2,502	\$10,043	\$71,336.58
District	N/A	N/A	\$10,568	\$67,030
Percent Difference - School Site and District	N/A	N/A	-5.1	6.2
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	25.8	-5.9

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

## Types of Services Funded (Fiscal Year 2019-2020)

WUSD provides programs and services to support and assist students with core instruction, RTI, intervention, Tutoring, Migrant, After School Programs, Special Education, English Language Development, Career and Technical Education, Supplemental Education Services, and Teacher Professional Development through the use of Title I, II, III, IV, 21st Century, Carl Perkins, Lottery, ROP, and LCFF Base, Supplemental, and Concentration funds.

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,275	\$47,145
Mid-Range Teacher Salary	\$64,990	\$74,952
Highest Teacher Salary	\$85,266	\$96,092
Average Principal Salary (Elementary)	\$109,851	\$116,716
Average Principal Salary (Middle)	\$124,285	\$120,813
Average Principal Salary (High)	\$118,296	\$131,905
Superintendent Salary	\$188,000	\$192,565
Percent of Budget for Teacher Salaries	27.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	9	12

Professional development at West Fresno Elementary is designed to meet the individual needs of teachers as well as grade level essentials. It is designed to assist staff members in refining existing skills and learning new skills to achieve district and state accountability goals. The professional development program is ongoing and clearly reflects the vision and mission of our school. Our administration team, grade level leads, and teachers are committed to the ongoing practices of a Professional Learning Community (PLC) Model. Our teachers analyze assessment data and student work to ensure continual academic growth. The data analysis information is utilized to infuse learning strategies, lesson design, and student engagement practices in order to increase levels of student proficiency.

West Fresno has 2 hours of PLC time per week embedded in the master schedule for teachers. Also required are three days of district and site professional development prior to the start of the school year and four days of optional professional development offered each summer. Teachers are paid for their participation. Topics for these sessions are selected based on greatest areas of need outlined in the LCAP/SPSA/Learning Continuity Plan using data from the dashboard and other local indicators.

Academic Coaching is also offered to teachers at West Fresno. Two coaches share their time between the four district sites. Areas of coaching focus are: classroom management for new teachers, math lesson engagement, and lesson design and delivery for all subjects. ELD and guided reading has been a major focus area this year in an effort to support the literacy focus.

Current Professional Development opportunities include Technology Enhanced Learning, Lesson Design and Delivery with emphasis on student engagement strategies, Eureka Math, Seesaw, Google Meets, Guided Reading provided by Fresno County Superintendent of Schools, and English Language Development also provided by FCSS. Our teachers provide each other with numerous teaching strategies and focused professional development in areas such writing skills, graphic organizers, and creating constructed responses for SBAC. In addition, our school site has offered professional development in Data Analysis, Parent Engagement, Technology, and Scheduling.