

School Year: **2018-19**



## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	West Fresno Elementary School (WFES)
<b>Address</b>	2910 South Ivy Avenue Fresno, CA 93706
<b>County-District-School (CDS) Code</b>	1076778 6006605
<b>Principal</b>	Prince Marshall
<b>District Name</b>	Washington Unified School District
<b>SPSA Revision Date</b>	November 2018
<b>Schoolsite Council (SSC) Approval Date</b>	November 2018

**Local Board Approval Date**

February 19, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

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

# School Profile

West Fresno Elementary School (WFES) is located in the southwest corner of the city of Fresno. The school was established over 50 years ago and has a long history in the suburban community. The school has a diverse population of 721 students in grades Transitional Kindergarten through grade 5. 60% of WFES's students are English Language Learners and 98% of our school population is designated social-economically disadvantaged. Our student population represents approximately 77% Hispanic, 8.5% African American, 9.6% Asian, 2.6% White, and 2% other.

# Stakeholder Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

2017-18 SPSA review and input for 2018-19 SPSA:

October School Site Council and ELAC Meetings

- Review and update Parent Involvement Policy and obtain parent input
- Review and update School/Parent Compact
- Review Needs, SPSA, and budget

November SSC/ELAC Meeting

- Final Revisions and Approval of 2018-19 SPSA

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.3%	0.1%	.1%	2	1	1
African American	10.6%	8.6%	8.5%	82	65	61
Asian	8.5%	10.1%	9.6%	66	77	69
Filipino	0.1%	0.1%	0%	1	1	0
Hispanic/Latino	78.0%	77.0%	77%	605	585	555
Pacific Islander	0.0%	0.0%	.1%	0	0	1
White	1.0%	2.2%	2.6%	8	17	19
Multiple/No Response	1.3%	0.3%	1.1%	10	2	8
<b>Total Enrollment</b>				776	760	721

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	112	136	133
Grade 1	113	114	111
Grade 2	134	111	116
Grade3	159	125	100
Grade 4	119	154	114
Grade 5	139	120	147
Grade 6	0		0
Grade 7	0		0
Grade 8	0		0
Grade 9	0		0
Grade 10	0		0
Grade 11	0		0
Grade 12	0		0
<b>Total Enrollment</b>	776	760	721

### Conclusions based on this data:

1. We have a large class of students entering 6th grade.

2. Enrollment has decreased slightly each year for the past 3 years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	458	448	409	61.4	62	57.3
Fluent English Proficient (FEP)	33	23	8	4.4 (IFEP)	3.2 (IFEP)	1.1 (IFEP)
Reclassified Fluent English Proficient	34	26	59	4.6	3.6	8.3

### Conclusions based on this data:

1. The number of English Learners has declined along with the overall enrollment of the school.
2. Reclassification rates continue to increase at a steady pace.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	159	119	102	154	116	101	154	116	101	100	97.5	99
Grade 4	125	152	123	117	149	121	117	149	121	100	98	98.4
Grade 5	146	115	150	141	112	148	141	112	148	100	97.4	98.7
All Grades	430	386	375	412	377	370	412	377	370	95.8	97.7	98.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2359.	2392.	2387.	3	12.93	10.89	15	18.10	18.81	24	29.31	27.72	58	39.66	42.57
Grade 4	2407.	2401.	2414.	9	8.72	12.40	15	16.11	14.88	24	20.13	14.88	52	55.03	57.85
Grade 5	2426.	2467.	2434.	5	15.18	3.38	11	22.32	27.70	25	27.68	16.89	59	34.82	52.03
All Grades	N/A	N/A	N/A	5	11.94	8.38	14	18.57	21.08	24	25.20	19.19	57	44.30	51.35

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	3	11.21	10.89	36	36.21	35.64	61	52.59	53.47	
Grade 4	10	6.04	9.92	26	45.64	42.15	64	48.32	47.93	
Grade 5	5	16.96	7.43	36	42.86	40.54	59	40.18	52.03	
All Grades	6	10.88	9.19	33	41.91	39.73	61	47.21	51.08	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	3	16.38	10.89	40	42.24	48.51	57	41.38	40.59
Grade 4	8	9.40	14.88	48	44.30	38.84	44	46.31	46.28
Grade 5	7	15.18	5.41	29	48.21	42.57	64	36.61	52.03
All Grades	6	13.26	10.00	39	44.83	42.97	56	41.91	47.03



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2	12.07	11.88	70	60.34	60.40	28	27.59	27.72
Grade 4	8	3.36	5.79	61	57.72	65.29	32	38.93	28.93
Grade 5	4	11.61	4.05	51	60.71	56.76	45	27.68	39.19
All Grades	4	8.49	6.76	61	59.42	60.54	35	32.10	32.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	19.83	18.81	40	51.72	46.53	48	28.45	34.65
Grade 4	13	9.40	13.22	46	49.66	39.67	41	40.94	47.11
Grade 5	10	24.11	14.86	54	47.32	38.51	36	28.57	46.62
All Grades	11	16.98	15.41	47	49.60	41.08	42	33.42	43.51

**Conclusions based on this data:**

1. There is continued growth of student progression towards meeting and exceeding standard over the three year comparison.
2. Few students score in the above standard level overall.
3. Percentages of students who did not meet standard continues to decrease each year.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	159	118	102	154	114	101	154	114	101	96.9	96.6	99
Grade 4	125	152	123	117	150	121	117	150	121	93.6	98.7	98.4
Grade 5	147	115	150	144	111	148	143	111	148	98	96.5	98.7
All Grades	431	385	375	415	375	370	414	375	370	96.3	97.4	98.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2372.	2423.	2399.	2	16.67	9.90	18	24.56	23.76	29	25.44	29.70	51	33.33	36.63
Grade 4	2422.	2413.	2435.	4	4.00	9.09	16	17.33	15.70	36	28.00	32.23	44	50.67	42.98
Grade 5	2438.	2474.	2444.	5	16.22	5.41	11	15.32	12.16	27	23.42	23.65	57	45.05	58.78
All Grades	N/A	N/A	N/A	4	11.47	7.84	15	18.93	16.49	30	25.87	28.11	51	43.73	47.57

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	8	26.32	21.78	32	40.35	32.67	60	33.33	45.54	
Grade 4	10	12.08	14.88	31	27.52	26.45	59	60.40	58.68	
Grade 5	10	22.52	9.46	24	29.73	27.03	66	47.75	63.51	
All Grades	9	19.52	14.59	29	32.09	28.38	62	48.40	57.03	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	19.30	13.86	31	46.49	40.59	60	34.21	45.54
Grade 4	7	5.37	10.74	34	34.90	38.02	59	59.73	51.24
Grade 5	4	17.12	5.41	27	33.33	29.05	69	49.55	65.54
All Grades	7	13.10	9.46	30	37.97	35.14	63	48.93	55.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	30.70	15.84	56	43.86	50.50	38	25.44	33.66
Grade 4	10	5.37	12.40	45	38.93	39.67	44	55.70	47.93
Grade 5	4	18.92	5.41	34	36.04	37.16	62	45.05	57.43
All Grades	7	17.11	10.54	46	39.57	41.62	48	43.32	47.84

**Conclusions based on this data:**

1. Concepts and Procedures is the area where students scored the highest.
2. Percentages of students who score overall met or exceeding standard has taken a minor dip.
3. Percentages of students who did not meet standard displays a minor plateau in growth

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1424.1	1435.7	1397.0	69
Grade 1	1461.1	1464.1	1457.6	82
Grade 2	1487.5	1481.7	1492.6	83
Grade 3	1485.1	1475.0	1494.8	68
Grade 4	1508.9	1506.8	1510.5	54
Grade 5	1509.1	1499.6	1518.0	63
All Grades				419

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	19	27.54	17	24.64	25	36.23	*	*	69
Grade 1	32	39.02	26	31.71	14	17.07	*	*	82
Grade 2	42	50.60	25	30.12	11	13.25	*	*	83
Grade 3	*	*	25	36.76	24	35.29	12	17.65	68
Grade 4	*	*	28	51.85	*	*	*	*	54
Grade 5	11	17.46	33	52.38	11	17.46	*	*	63
All Grades	120	28.64	154	36.75	94	22.43	51	12.17	419

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	22	31.88	21	30.43	20	28.99	*	*	69
Grade 1	42	51.22	18	21.95	12	14.63	*	*	82
Grade 2	45	54.22	25	30.12	11	13.25	*	*	83
Grade 3	19	27.94	21	30.88	20	29.41	*	*	68
Grade 4	27	50.00	18	33.33	*	*	*	*	54
Grade 5	23	36.51	26	41.27	*	*	*	*	63
All Grades	178	42.48	129	30.79	76	18.14	36	8.59	419

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	18	26.09	*	*	28	40.58	15	21.74	69
Grade 1	23	28.05	32	39.02	13	15.85	14	17.07	82
Grade 2	31	37.35	31	37.35	*	*	11	13.25	83
Grade 3	*	*	14	20.59	25	36.76	24	35.29	68
Grade 4	*	*	21	38.89	15	27.78	13	24.07	54
Grade 5	13	20.63	22	34.92	13	20.63	15	23.81	63
All Grades	95	22.67	128	30.55	104	24.82	92	21.96	419

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	40	57.97	26	37.68	*	*	69
Grade 1	48	58.54	24	29.27	*	*	82
Grade 2	55	66.27	23	27.71	*	*	83
Grade 3	23	33.82	34	50.00	11	16.18	68
Grade 4	16	29.63	34	62.96	*	*	54
Grade 5	25	39.68	32	50.79	*	*	63
All Grades	207	49.40	173	41.29	39	9.31	419

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	22	31.88	37	53.62	*	*	69
Grade 1	36	43.90	41	50.00	*	*	82
Grade 2	45	54.22	35	42.17	*	*	83
Grade 3	21	30.88	35	51.47	12	17.65	68
Grade 4	40	74.07	11	20.37	*	*	54
Grade 5	28	44.44	27	42.86	*	*	63
All Grades	192	45.82	186	44.39	41	9.79	419

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	13	18.84	46	66.67	*	*	69
Grade 1	33	40.24	31	37.80	18	21.95	82
Grade 2	43	51.81	28	33.73	12	14.46	83
Grade 3	*	*	27	39.71	35	51.47	68
Grade 4	*	*	34	62.96	17	31.48	54
Grade 5	*	*	35	55.56	19	30.16	63
All Grades	107	25.54	201	47.97	111	26.49	419

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	23	33.33	28	40.58	18	26.09	69
Grade 1	24	29.27	49	59.76	*	*	82
Grade 2	25	30.12	50	60.24	*	*	83
Grade 3	12	17.65	50	73.53	*	*	68
Grade 4	17	31.48	32	59.26	*	*	54
Grade 5	21	33.33	37	58.73	*	*	63
All Grades	122	29.12	246	58.71	51	12.17	419

**Conclusions based on this data:**

1. The majority of students taking the ELPAC are scoring in the somewhat/moderately or well developed range.
2. The school should continue to provide research-based designated and integrated ELD instruction.
3. ELD professional development is proving an effective source of training for teachers.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
721	97.8%	59.6%	1.1%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	430	59.6%
Foster Youth	8	1.1%
Homeless	47	6.5%
Socioeconomically Disadvantaged	705	97.8%
Students with Disabilities	70	9.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	61	8.5%
American Indian	1	0.1%
Asian	69	9.6%
Hispanic	555	77.0%
Two or More Races	8	1.1%
Pacific Islander	1	0.1%
White	19	2.6%






Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p><b>English Language Arts</b></p>  <p>Orange</p>	<p><b>Chronic Absenteeism</b></p>  <p>Red</p>	<p><b>Suspension Rate</b></p>  <p>Yellow</p>
<p><b>Mathematics</b></p>  <p>Orange</p>		
<p><b>English Learner Progress</b></p>  <p>No Performance Color</p>		

#### Conclusions based on this data:

1. Students are showing growth progression in the areas of Math and ELA
2. With a suspension rate of 5.5% we are focusing in on supporting our students Social Emotional through our tiered system.



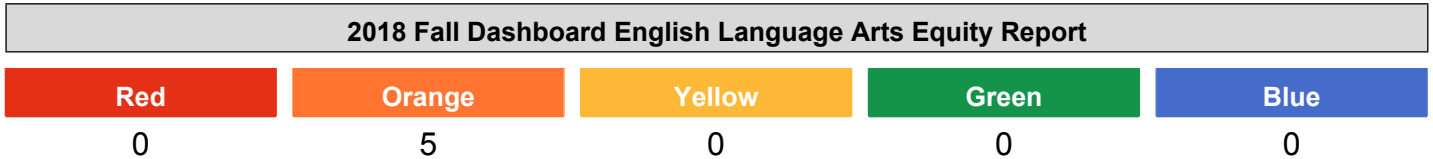
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 55.8 points below standard Declined -5.3 points 337 students	<p><b>English Learners</b></p>  Orange 57.2 points below standard Declined -6.4 points 224 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
<p><b>Homeless</b></p>  No Performance Color 81.7 points below standard Increased 40.4 points 15 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 57.5 points below standard Declined -6.1 points 330 students	<p><b>Students with Disabilities</b></p>  Orange 122.7 points below standard Increased 13.9 points 45 students

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 65.7 points below standard Increased 4.8 points 29 students	 No Performance Color 0 Students	 Orange 54.6 points below standard Declined -13.5 points 30 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 54.3 points below standard Declined -4.8 points 263 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
79.8 points below standard Increased 12.5 points 176 students	25.8 points above standard Declined -7.1 points 48 students	61 points below standard Maintained -0.5 points 101 students

**Conclusions based on this data:**

1. There was a significant increase in 2016-17 ELA scores for students. This is likely due to increased focus on guided reading and writing.
2. There continues to be a performance gap between EOs and ELs.

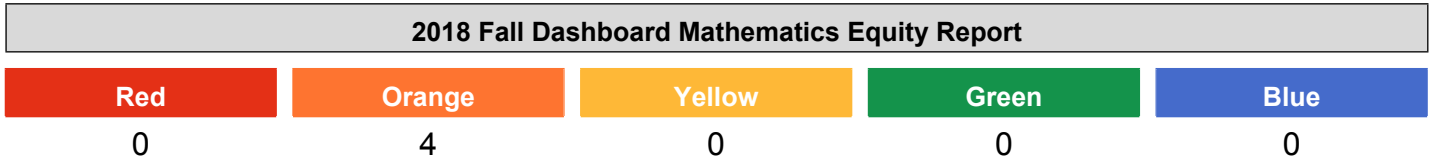
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 56 points below standard Declined -9.4 points 336 students	<p><b>English Learners</b></p>  Orange 56.1 points below standard Declined -9.8 points 224 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<p><b>Homeless</b></p>  No Performance Color 87.7 points below standard Increased 20.6 points 15 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 57 points below standard Declined -9.9 points 329 students	<p><b>Students with Disabilities</b></p>  No Performance Color 120.2 points below standard Increased 14.4 points 44 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 72.4 points below standard Declined -4.2 points 29 students	 No Performance Color 0 Students	 Orange 55.2 points below standard Declined -17 points 30 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 54 points below standard Declined -7.6 points 263 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
70.8 points below standard Increased 4.1 points 176 students	2.5 points below standard Declined -12.7 points 48 students	63.2 points below standard Declined -7.4 points 100 students

#### Conclusions based on this data:

1. There is an increase in Math SBAC scores from 2015-16 to 2016-17, showing that efforts towards tier 1 math instruction have been successful.
2. There continues to be a performance gap between EOs and ELs.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
419	28.6%	36.8%	22.4%	12.2%

### Conclusions based on this data:

1. Slight decline in suspension rate.
2. EL students have increased significantly in both Math and ELA
3. Math and ELA growth is relatively close in progression.

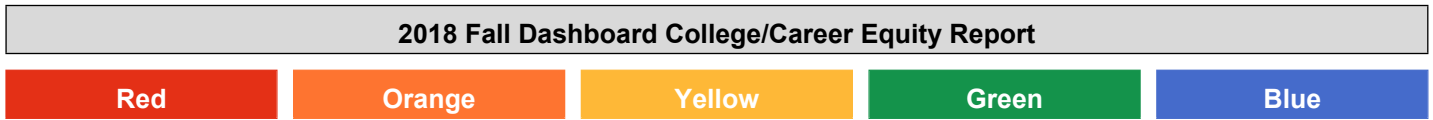
# School and Student Performance Data

## Academic Performance College/Career

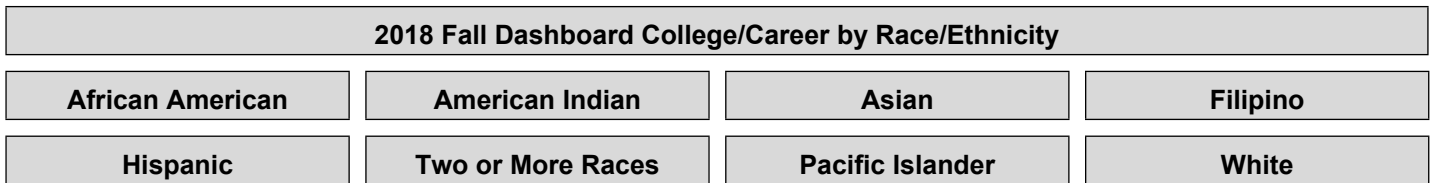
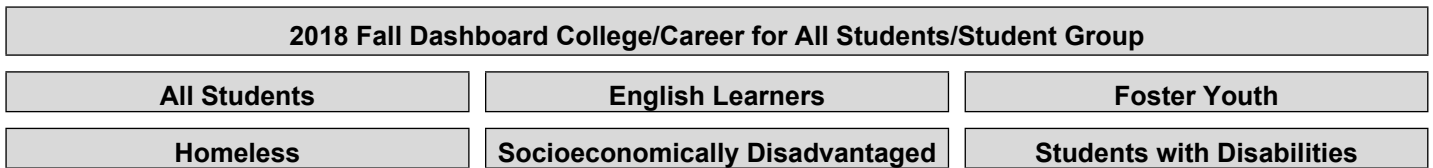
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

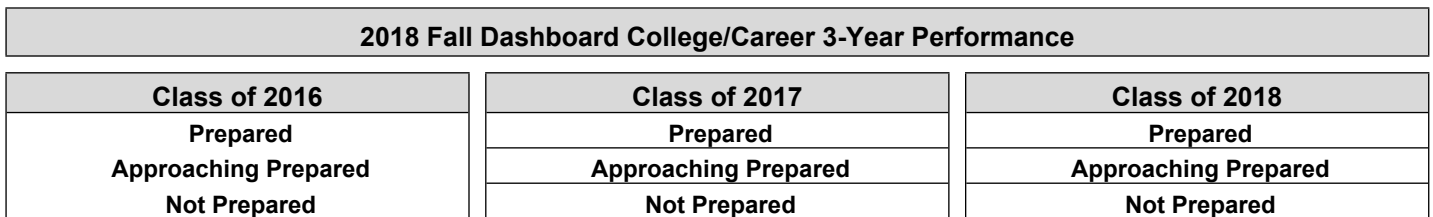
This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Conclusions based on this data:

- 1.

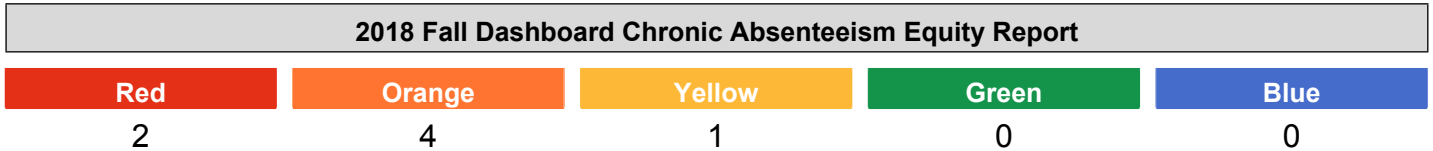
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Red	 Orange	 No Performance Color
12% chronically absent Increased 4.7%	5.2% chronically absent Increased 1.1%	11.1% chronically absent
801 students	443 students	18 students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 Yellow	 Red	 Orange
20% chronically absent Declined 2.4%	11.9% chronically absent Increased 4.6%	19.8% chronically absent Increased 8.9%
55 students	780 students	91 students

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 Orange 16.7% chronically absent Increased 7.3% 66 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Orange 9.7% chronically absent Increased 5.8% 72 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Red 11.2% chronically absent Increased 3.9% 616 students	 No Performance Color 26.3% chronically absent Increased 26.3% 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 15.4% chronically absent Declined 6% 26 students

**Conclusions based on this data:**

1. With an absenteeism rate of 12% there is a continued goal to lower this rate by another 2%.
2. Chronic absenteeism is extremely high for White, African American students, and Students with Disabilities.
3. Kindergarten absenteeism rates are double that of other grade spans, indicating a need for improvement at this grade level.



# School and Student Performance Data

## Academic Engagement Graduation Rate

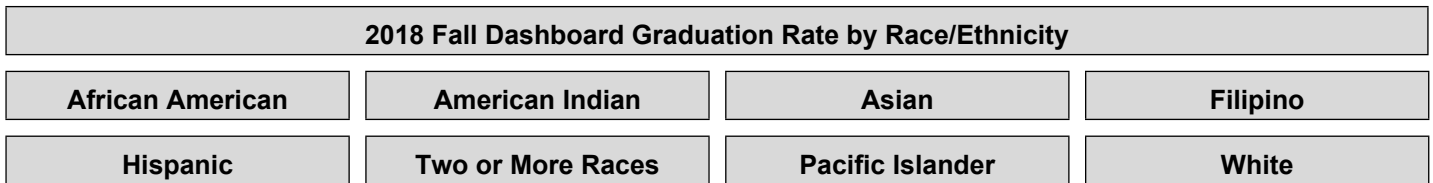
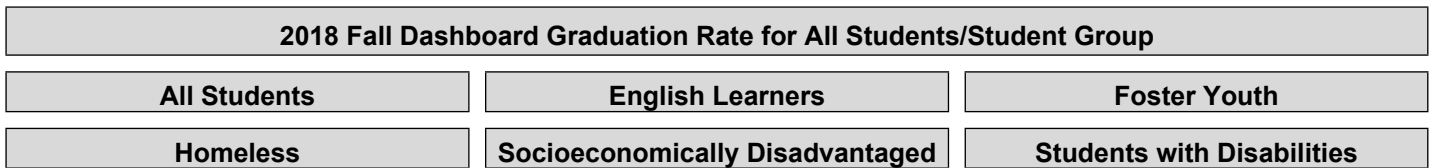
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

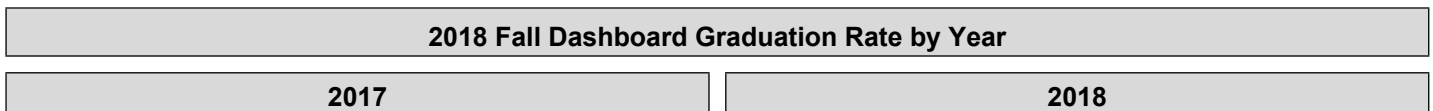
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

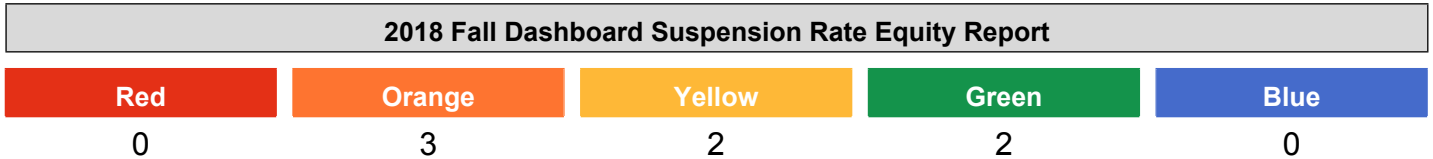
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 4.1% suspended at least once Declined -1.4% 852 students	<p><b>English Learners</b></p>  Green 2.8% suspended at least once Declined -0.7% 464 students	<p><b>Foster Youth</b></p>  No Performance Color 5% suspended at least once 20 students
<p><b>Homeless</b></p>  Yellow 5% suspended at least once Declined -4.2% 60 students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 4.2% suspended at least once Declined -1.3% 819 students	<p><b>Students with Disabilities</b></p>  Orange 7.3% suspended at least once Declined -2.4% 96 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 14.7% suspended at least once Declined -3.4% 75 students	 No Performance Color Less than 11 Students - Data 1 students	 Orange 5.3% suspended at least once Increased 5.3% 75 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.6% suspended at least once Declined -1.5% 648 students	 No Performance Color 15% suspended at least once Increased 7.9% 20 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0% suspended at least once Declined -21.4% 31 students

This section provides a view of the percentage of students who were suspended.

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
6.8% suspended at least once	5.5% suspended at least once	4.1% suspended at least once

**Conclusions based on this data:**

1. Although percentages are high, there is a steady decline in supporting subgroups.
2. Implementation of alternatives to suspension are also making an impact on the steady decline.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts

### Goal Statement

To provide educational opportunities to increase the number of Grade TK-5 students who master English Language Arts state standards in order to:

- a. develop 21 Century literacy skills
- b. meet academic targets in English Language Arts as measured by Smarter Balanced Assessment results

### LCAP Goal

Goal 3

### Basis for this Goal

1. CAASPP assessment results
2. ELPAC results
4. District Benchmarks
5. Publisher embedded tests
6. Common Formative Assessments

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELA SBAC	30.5% of students met or exceeded standard on the ELA SBAC for 2017-18 school year.	ELA scores will improve by 5% by the end of 2018-19 school year to 35.5% meets or exceeds standard.

### Planned Strategies/Activities

#### Strategy/Activity 1

- Reading Intervention Teacher
- Provide reading intervention to students in grades K-3.
- Participate on Student Study Teams (SST) to offer expertise for academic differentiation.
- Supplemental Academic Online Programs to support student academic progress.

#### Students to be Served by this Strategy/Activity

Students below grade level.

#### Timeline

Aug-June

## Person(s) Responsible

Reading Intervention Teacher, Teachers, and Administration

## Proposed Expenditures for this Strategy/Activity

Amount	120,454
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	All teachers

## Strategy/Activity 2

Renaissance Learning:

- Accelerated Reader (AR) provides a monitoring system to student reading levels.
- Supports student motivation to learning to read.
- Individualized for every student at their level.

## Students to be Served by this Strategy/Activity

All

## Timeline

Aug-June

## Person(s) Responsible

Teachers

## Proposed Expenditures for this Strategy/Activity

Amount	10552
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	All teachers

## Strategy/Activity 3

Materials, Supplies, Technology- Supplemental

## Students to be Served by this Strategy/Activity

All Students

## Timeline

Aug-June

## Person(s) Responsible

Principal, Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,276
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Math

### Goal Statement

To provide educational opportunities to increase the number of Grade TK-5 students who master math state standards in order to:

- a. develop 21 Century math skills
- b. meet academic targets in math as measured by Smarter Balanced Assessment results

### LCAP Goal

Goal 3

### Basis for this Goal

1. CAASPP assessment results
2. District Benchmarks
3. Publisher embedded tests
4. Common Formative Assessments

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Math SBAC	30% of students met or exceeded standard on the Math SBAC for 2017-18 school year.	Math scores will improve by 5% on the SBAC for the 2018-19 to 35% meets or exceeds standard.

### Planned Strategies/Activities

#### Strategy/Activity 1

Professional Development for Teachers

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

Aug-June

#### Person(s) Responsible

Academic Coaches

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	24868
<b>Source</b>	Title II Part A: Improving Teacher Quality
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries



# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Parent Involvement

### Goal Statement

West Fresno Elementary will provide opportunities for parents to receive information, provide input, and participate in advisory committees and clubs through multiple modes of communication and along with improving demographic language dissemination of information. Parents will also be invited to events and venues on campus to increase parent involvement.

### LCAP Goal

Goal 2

### Basis for this Goal

1. Parent Involvement Data
2. LCAP Parent surveys
3. Communication reports from online systems.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Involvement data for school events	85% of Parents attended an event during the 2017-18 school year.	95% of Parents will attend an event during the 2018-19 school year.
Parent Education Opportunities.	West Fresno offered 6 parent workshops during the 2017-18 school year	West Fresno will continue to offer at least 6 parent workshops for parents during the 2018-19 school year.
Parent Communication mode reports	West Fresno provides outreach to parents by means of weekly phone dialer and emails, monthly e-newsletter, flyers, and social media accounts.	West Fresno provides outreach to parents by means of weekly phone dialer and emails, monthly e-newsletter, flyers, and social media accounts; and will also use a digital portal for flyers sent home.

### Planned Strategies/Activities

#### Strategy/Activity 1

Increase parent communication through:

Blackboard Connect- The WUSD App is used to note: Academic Achievements; Athletic achievements; School Meetings & Events; and Captured moments happening day in and out at West Fresno.

Eagle Software- This software enables the school to:

- Grant parent access to online grading portal
- Weekly phone dialers about upcoming school events

- Emails and text messages to parents announcing academic/athletic accomplishments and events

### Students to be Served by this Strategy/Activity

All

### Timeline

August-June

### Person(s) Responsible

Administrators, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,588
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures

### Strategy/Activity 2

Refreshments for Parent Meetings- In an effort to increase attendance, the school will provide refreshments for parents who attend school sponsored meetings and events.

### Students to be Served by this Strategy/Activity

All

### Timeline

August-June

### Person(s) Responsible

School Staff- Heads of Committee, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,986
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

English Language Development

### Goal Statement

English Learner students will attain proficiency in English

- demonstrate growth of one language level band annually
- make adequate progress toward English proficiency
- demonstrate proficiency in ELA and Math equal to that of English speaking peers

### LCAP Goal

Goal 3

### Basis for this Goal

1. ELPAC assessment results
2. Redesignation rates
2. District Benchmarks
3. Common Formative Assessments

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC and Reclassification rate		

### Planned Strategies/Activities

#### Strategy/Activity 1

Reading Intervention Teacher to Support ELs

#### Students to be Served by this Strategy/Activity

All

#### Timeline

Aug-June

#### Person(s) Responsible

Intervention Teacher

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	116525
<b>Source</b>	Title III
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Safe Learning Environment

### Goal Statement

100% of students in the West Fresno Elementary students will be educated in a safe, drug free, and healthy environment.

### LCAP Goal

Goal 4

### Basis for this Goal

Williams facilities inspection report  
WUSD evaluation instrument (developed by the Office of Public School Construction)  
PBIS data analysis  
PBIS survey  
Suspension/expulsion data

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension rate	Suspension rate was 4.1% for 2017-18 school year.	By June 2019, WFES will decrease the suspension rate to 1.5%.
Chronic Absenteeism rate	Chronic absenteeism rate was 12.0% for 2017-18 school year.	By June 2019, WFES will decrease the chronic absenteeism rate to 9%

### Planned Strategies/Activities

#### Strategy/Activity 2

The school will fully implement PBIS discipline procedures/policies

#### Students to be Served by this Strategy/Activity

All

#### Timeline

August-June

Daily: Implementation of school/class behavior matrix  
Quarterly: Student recognition for positive  
Annually: Examine data for positive trends or areas in need of improvement

### Person(s) Responsible

Principal  
Learning Director  
Counselor  
Social Worker  
Teachers  
Instructional Assistants  
Campus Safety Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1950
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures

### Strategy/Activity 3

Social Worker will provide direct services to students including, counseling, support, family communication, home visits, and connection to appropriate resources.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Aug-June

### Person(s) Responsible

Social Worker

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	121,152
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries

### Strategy/Activity 4

Guidance and Counseling staff will provide direct services to students, including counseling, social emotional and character education, parent communication, etc.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Aug-June

### Person(s) Responsible

Guidance Learning Specialists

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	238,631
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	486087
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	639,982.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	486,087.00	486,087.00
Title II Part A: Improving Teacher Quality	44067	19,199.00
Title III Part A: Language Instruction for LEP Students	53988	53,988.00



## Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	12,502.00
Title I	486,087.00
Title II Part A: Improving Teacher Quality	24,868.00
Title III	116,525.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	500,478.00
2000-2999: Classified Personnel Salaries	121,152.00
4000-4999: Books And Supplies	3,262.00
5000-5999: Services And Other Operating Expenditures	15,090.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	12,502.00
1000-1999: Certificated Personnel Salaries	Title I	359,085.00
2000-2999: Classified Personnel Salaries	Title I	121,152.00
4000-4999: Books And Supplies	Title I	3,262.00
5000-5999: Services And Other Operating Expenditures	Title I	2,588.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	24,868.00
1000-1999: Certificated Personnel Salaries	Title III	116,525.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
	Principal
	Classroom Teacher
	Other School Staff
	Classroom Teacher
	Classroom Teacher
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member

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.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Prince Marshall on

SSC Chairperson, Maria Chavez on

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.



# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

# West Fresno Elementary - Washington Unified

## Fall 2017 Student Group Report

<https://caschooldashboard.org/#/Details/10767786006605/3/StudentGroupReport>

# Student Group Report

## West Fresno Elementary - Fresno County

Enrollment: 760   Socioeconomically Disadvantaged: 98.7%   English Learners: 66.4%   Foster Youth: 1.2%   Grade Span: K-5   Charter School: No

Dashboard Release:  
Fall 2017

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism <a href="#">↗</a>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)			*					*		*		*	*	*
English Learner Progress (1-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)			*	*				*		*		*	*	*
Mathematics (3-8)			*	*		*		*		*		*	*	*

### 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.