School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
West Fresno Elementary School (WFES)	1076778 6006605	May, 2019	August, 2019

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Staff, student and parent surveys collected data to address the eight state priorities. Results of all surveys were reported in the Local Control Accountability Plan (LCAP). A Positive Behavioral Intervention and Supports (PBIS) survey was conducted in order to assess the school culture and safety perceptions of all staff members. Data was used to identify areas of need.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administrators conduct classroom walk throughs on a daily basis, in order to monitor instruction and improve achievement. Our data showed that our strongest area of need is in the area of reading and writing. Areas of strength include effective use of instructional minutes, teaching to an objective, and the use of engagement strategies.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State and local assessments, such as SBAC, ELPAC, Developmental Reading Assessment (DRA), DIBELS, and district benchmarks, formative assessments, curriculum embedded assessments, and teacher made tests are used to track student progress, modify instruction and target students for intervention.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staff meet on a regularly scheduled Professional Learning Community time (Late Start Wednesdays) to collaborate, discuss student work and assessments results, plan lessons, compare strategies, determine student need, and modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are highly qualified as defined by ESEA and have English Learner certification.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are highly qualified and have access to professional development in order to properly implement CA standards and effective instructional practices, using adopted instructional materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All teachers have access to professional development provided by the district that is aligned to the district goals of full implementation of common core, writing, reading, and technology.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

WUSD provides support to teachers through site instructional leaders that include the principal and learning director. New teacher cohorts are supported by monthly meetings, instructional coaching, and constructive feedback from learning directors and coaches. New teachers are also supported by Beginning Teacher Support and Assessment (BTSA) support providers.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

WUSD provides time for grade level and department collaboration each Wednesday, August through May.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All sites currently meet Williams compliance for curriculum and instructional materials.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All sites currently meet or exceed the required instructional minutes in English Language Arts and math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Grade levels establish curriculum maps and pacing schedules in order to cover grade level standards. Schedules allow for time for in-class Universal Access, as well as Response to Intervention and ELD support.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are available to all English Language Arts, mathematics, English Language Development, science and social science classes.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

WFES uses SBE adopted and open sources instructional materials and intervention materials in order for students to master grade level standards.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

ELA and mathematics for under-performing students is extended into a year-long instructional program. Teachers have also participated in Kagan training, math training, and guided reading training. Teachers are working with grade level teams to rewrite and align their curriculum maps in order to implement integrated units of study. Computer support programs and intervention materials are available for use in the classroom and during the after school program.

Evidence-based educational practices to raise student achievement

Teachers receive training in and use the following research-based instructional practices in order to raise student achievement: effective use of instructional materials, teaching to an objective, engagement strategies, questioning strategies, 4Cs, DOK levels, etc.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

School and district resources provide specific interventions and after school tutorials in the areas of reading, vocabulary, reading comprehension, and math.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

District, parent, and community stakeholders are encouraged and have opportunities to be involved in their child's education as well as provide input to district decision making through parent-teachers groups, Coffee with the Principal, volunteer hours in classrooms, School Site Council, Migrant, ELAC, DLAC and LCAP advisory groups.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to support under performing students through the use of intervention teachers, instructional assistants, intervention support materials, and technology.

Fiscal support (EPC)

The District allocates general and categorical funds in order to provide resources to improve student achievement.

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

2018-19 SPSA review and input for 2019-20 SPSA:

October School Site Council and ELAC Meetings, and ongoing process of SPSA by talking about what SPSA is to stakeholders.

November- Review and update Parent Involvement Policy and obtain parent input

November- Review and update School/Parent Compact

- May- Review Needs, SPSA, and budget

November -SSC/ELAC Meeting

May- Final Revisions and Approval of 2019-20 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%	%	1	1	
Hispanic/Latino	78.0%	77.0%	77%	605	585	555
Pacific Islander	%	%	.1%			1
White	1.0%	2.2%	2.6%	8	17	19
Multiple/No Response	1.3%	0.3%	1.1%	10	2	8
			Total Enrollment	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
Total Enrollment	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.
3. We had a decrease of students entering 5th grade.

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 (RFEP)	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. Enrollment increased and is expected to increase for the 19-20 school year.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Red	**Suspension Rate** Yellow
Mathematics Orange		
English Learner Progress No Performance Color		

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	0	0	0

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

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
55.8 points below standard	57.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.3 points	Declined -6.4 points	5 students
337 students	224 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
81.7 points below standard	57.5 points below standard	122.7 points below standard
Increased 40.4 points	Declined -6.1 points	Increased 13.9 points
15 students	330 students	45 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	No Performance Color
65.7 points below standard	0 Students	54.6 points below standard	0 Students
Increased 4.8 points		Declined -13.5 points	
29 students		30 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
54.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -4.8 points	5 students	1 students	8 students
263 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	25.8 points above standard	61 points below standard
Increased 12.5 points	Declined -7.1 points	Maintained -0.5 points
176 students	48 students	101 students

Conclusions based on this data:

1. We experienced a decrease in ELA scores. We need to continue to focus on our early literacy efforts, such as 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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
56 points below standard	56.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -9.4 points	Declined -9.8 points	4 students
336 students	224 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
87.7 points below standard	57 points below standard	120.2 points below standard
Increased	Declined -9.9 points	Increased 14.4 points
20.6 points 15 students	329 students	44 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	No Performance Color
72.4 points below standard	0 Students	55.2 points below standard	0 Students
Declined -4.2 points		Declined -17 points	
29 students		30 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
54 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.6 points	4 students	1 students	8 students
263 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	2.5 points below standard	63.2 points below standard
Increased 4.1 points	Declined -12.7 points	Declined -7.4 points
176 students	48 students	100 students

Conclusions based on this data:

1. There was an increase in Math SBAC scores from 2015-16 to 2016-17, showing that efforts towards tier 1 math instruction had been successful during that year. PLC's may need to compare this year's data (which decreased slightly) and instruction efforts to identify any potential areas of focus. We will continue our efforts with Eureka Math implementation.
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 Engagement
Chronic Absenteeism

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.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	4	1	0	0

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		
All Students	**English Learners**	**Foster Youth**
Red	Orange	No Performance Color
12% chronically absent	5.2% chronically absent	11.1% chronically absent
Increased 4.7%	Increased 1.1%	18 students
801 students	443 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Red	Orange
20% chronically absent	11.9% chronically absent	19.8% chronically absent
Declined 2.4%	Increased 4.6%	Increased 8.9%
55 students	780 students	91 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Orange	No Performance Color
16.7% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	9.7% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 7.3%	1 students	Increased 5.8%	0 students
66 students		72 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
11.2% chronically absent	26.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	15.4% chronically absent
Increased 3.9%	Increased 26.3%	1 students	Declined 6%
616 students	19 students		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

Conditions & Climate
Suspension 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.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	2	0

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

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
4.1% suspended at least once	2.8% suspended at least once	5% suspended at least once
Declined -1.4%	Declined -0.7%	20 students
852 students	464 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Yellow	Orange
5% suspended at least once	4.2% suspended at least once	7.3% suspended at least once
Declined -4.2%	Declined -1.3%	Declined -2.4%
60 students	819 students	96 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Orange	No Performance Color
14.7% suspended at least once	Less than 11 Students - Data 1 students	5.3% suspended at least once	0 Students
Declined -3.4%		Increased 5.3%	
75 students		75 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
2.6% suspended at least once	15% suspended at least once	Less than 11 Students - Data 2 students	0% suspended at least once
Declined -1.5%	Increased 7.9%		Declined -21.4%
648 students	20 students		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 stead decline.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 1: The WUSD 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.

Goal 1

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

Identified Need

Fully credentialed teachers who can effectively support students achieve educational success. Sufficient access to standards- aligned and culturally relevant instructional materials and safe and clean learning environment

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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 2019-20 school year to 35.5% meets or exceeds standard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Struggling learners, including English learners, Socio-economically disadvantaged youth and Foster and Homeless students.

Strategy/Activity

Instructional Aides

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
98,513	Title I

	2000-2999: Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students below grade level.

Strategy/Activity

- 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
123,127	Title I 1000-1999: Certificated Personnel Salaries All teachers
119,121	Title III 1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,251	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures

	All teachers

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Materials, Supplies, Technology- Supplemental

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,556	Title I 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

WFES Used the following strategies/activities during the 2018-19 school year:

Reading Intervention Teacher:

- Provide reading intervention to students in grades 2-5.
- Participate on Student Study Teams (SST) to offer expertise for academic differentiation.

Supplemental Academic Online Programs to support student academic progress.

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.

Canbium Learning: Ticket-to-Read supports student motivation to learning to read with an individualized reading program for every student at their level.

ESGI:Software to collect Kindergarten assessment data

Specific indicators of success/effectiveness in implementing this activity or strategy:

- Grade 4 ELA SBAC Scores improved 2% overall.
- ELA's distance from level 3 decreased by 12 points
- Math's distance from level 3 decreased by 20 points.
- Grade 4 Math SBAC scores improved by 3% overall.
- Teacher feedback relating to reading intervention support for students in their classroom.
- All 1st-5th grade students use AR to support reading.
- Reading Intervention programs were offered to 134 English Learners. These students used Ticket-to-Read in combination with 1x1 and/or small group support of the Reading Intervention teacher. Of those students who received support, 87.3% showed improvement based on DIBELS.

Specific indicators of lack of success/ effectiveness in implementing this activity or strategy:

- Grades 3 and 5 SBAC scores did not improve.
- ELA and Math SBAC scores are below the state average.
- WFES did/did not meet the school-wide goals in ELA and Math
- Reclassification rate did not meet 50% goal (This is likely due to no administration of the CELDT in 2017-18. This # is expected to increase this year.)
- High number of students referred to reading intervention school-wide.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Coaches will lead particular curriculum teams on WFES to ensure that the majority of teachers have access to the expertise of the academic coaches.
- Professional development for teachers in working with ELD to support the reclassification rate.
- Reading Intervention will be offered K-5 for all students below grade level.
- More frequent data analysis to closely monitor the academic progress of ALL students including the following subgroups: English Learners, Homeless/ Foster, SED, and Students with Disabilities using the WUSD Data Analysis Form.
- We have determined that Illuminate can provide the same data collection and analysis tools that ESGI offers, and therefore will use Illuminate for Kindergarten data collection and analysis in the 2018-19 school year. This will save both staff time and cost.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

The WUSD will operate with strong parent and community involvement, including efficient and effective communication and opportunities for parents to participate in their own educational development.

Goal 2

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

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development for Teachers

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
24,884	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

WFES Used the following strategies/activities during the 2018-19 school year:

Reading Intervention Teacher:

- Provide reading intervention to students in grades 2-5.
- Participate on Student Study Teams (SST) to offer expertise for academic differentiation.

Supplemental Academic Online Programs to support student academic progress.

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.

Canbium Learning: Ticket-to-Read supports student motivation to learning to read with an individualized reading program for every student at their level.

ESGI:Software to collect Kindergarten assessment data

Specific indicators of success/effectiveness in implementing this activity or strategy:

- Grade 4 ELA SBAC Scores improved 2% overall.
- ELA's distance from level 3 decreased by 12 points
- Math's distance from level 3 decreased by 20 points.
- Grade 4 Math SBAC scores improved by 3% overall.
- Teacher feedback relating to reading intervention support for students in their classroom.
- All 1st-5th grade students use AR to support reading.
- Reading Intervention programs were offered to 134 English Learners. These students used Ticket-to-Read in combination with 1x1 and/or small group support of the Reading Intervention teacher. Of those students who received support, 87.3% showed improvement based on DIBELS.

Specific indicators of lack of success/ effectiveness in implementing this activity or strategy:

- Grades 3 and 5 SBAC scores did not improve.
- ELA and Math SBAC scores are below the state average.
- WFES did/did not meet the school-wide goals in ELA and Math
- Reclassification rate did not meet 50% goal (This is likely due to no administration of the CELDT in 2017-18. This # is expected to increase this year.)

- High number of students referred to reading intervention school-wide.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Coaches will lead particular curriculum teams on WFES to ensure that the majority of teachers have access to the expertise of the academic coaches.
- Professional development for teachers in working with ELD to support the reclassification rate.
- Reading Intervention will be offered K-5 for all students below grade level.
- More frequent data analysis to closely monitor the academic progress of ALL students including the following subgroups: English Learners, Homeless/ Foster, SED, and Students with Disabilities using the WUSD Data Analysis Form.
- We have determined that Illuminate can provide the same data collection and analysis tools that ESGI offers, and therefore will use Illuminate for Kindergarten data collection and analysis in the 2018-19 school year. This will save both staff time and cost.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

The WUSD 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.

Goal 3

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 ti increase parent involvement.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,588	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,986	Title I 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

WFES used the following strategies/activities to meet this goal:

Blackboard Connect

The WUSD App is used to note:

- Academic Achievements
- Athletic achievements
- School Meetings & Events
- Captured moments happening day in and out at WFES

Monthly newsletters

Aeries 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

Specific indicators of success/effectiveness in implementing this activity or strategy:

- Weekly communications via phone, email, and text to every family in their primary language.
- Community engagement on school Facebook page, highlighting student accomplishments
- LCAP/ SPSA Parent feedback on site level communication.
- Monthly school newsletter and calendar.

Specific indicators of lack of success/ effectiveness in implementing this activity or strategy:

- Limited number of families that are utilizing the WUSD App.
- Not 100% of parents have participated in a school event on campus

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

WFES will provide Information to parents about the different modes of communication at WFES, including the App, Facebook, and Weekly dialers.
WFES will offer support to parents to teach them how to download the app at various parent workshops throughout the year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

The WUSD 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.

Goal 4

English Learner students will attain proficiency in English
a. demonstrate growth of one language level band annually
b. make adequate progress toward English proficiency
c. demonstrate proficiency in ELA and Math equal to that of English speaking peers

Identified Need

There is an achievement gap between English Learners and their English speaking peers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC and Reclassification rate	New Baseline to be established once ELPAC data is available and WUSD implements new reclassification criteria approved in January 2019.	Maintain our EL reclassification rate at 50% in order to continue to decrease the number of LTELS.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Reading Intervention Teacher to Support ELs (See Goal 1, Action 1 for expenditure)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Reading Intervention Teachers at WFES provided supports to English Learners including:
Provide reading intervention to students in grades 2-5.

Specific indicators of success/effectiveness in implementing this activity or strategy:
Reading Intervention programs were offered to 134 English Learners. These students used Ticket-to-Read in combination with 1x1 and/or small group support of the Reading Intervention teacher. Of those students who received support, 87.3% showed improvement based on DIBELS.

Specific indicators of lack of success/ effectiveness in implementing this activity or strategy:
Reclassification rate did not meet 50% goal (This is likely due to no administration of the CELDT in 2017-18. This # is expected to increase this year.)

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Reading Intervention will be offered K-5 for all students below grade level.
More frequent data analysis to closely monitor the academic progress of ALL students including the following subgroups: English Learners, Homeless/ Foster, SED, and Students with Disabilities using the WUSD Data Analysis Form.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 4

Goal 5

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

Identified Need

Suspension rate was 4.1% for 2017-18 school year. While this has decreased, WFES wants to continue to see a decline in suspensions as we expand behavioral support offerings to students. Chronic absenteeism rate was 12.0% for 2017-18 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

The school will fully implement PBIS discipline procedures/policies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

2,412	LCFF - Supplemental 1000's- Certificated Personnel, 5000's - Services and Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
120,552	Title I 2000-2999: Classified Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
122,404	Title I 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

WFES provided the following strategies/activities to accomplish Goal 5:

Implementation of a comprehensive and schoolwide Positive Behavioral Interventions and Supports Program (PBIS) to support students.

Guidance Learning Specialist will support:

- Student attendance rates
- Student suspension rates
- Implementation of PBIS and restorative practices
- Students with individual and group counseling services
- Families with community resources
- Bullying Prevention programs on campus
- Student engagement with school activities and events.
- Focus on ensuring all students has access: English Learners, homeless, foster, and SED students.

Social Worker- is a contracted service which will:

- Provide individual mental health services for students
- Refer families to community resources
- Support students with school engagement.

Specific indicators of success/effectiveness in implementing this activity or strategy:

- Increased number of students received individual and group counseling
- Community resource referrals have increased.
- The number of students sent to district SARB decreased:16-17 SARB went from 39 referrals to 17-18 23 referrals.
- Bullying incidents decreased: Bullying decreased 16-17 7 referrals to 17-18 4 referrals.
- WFES was awarded a gold medal for PBIS
- Parent participation data for school events

Specific indicators of lack of success/ effectiveness in implementing this activity or strategy:

- Student suspension rates increased
- School goal for chronic absenteeism was not met.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

District liaison will support site SARB efforts.
Added level of prevention: early parent/student meetings with GLS for students at risk of being chronically absent.
GLS will meet with every 8th grade student and their parent in the Fall semester of school year.

District and Site level MTSS meetings to ensure that the academic, behavior, and social/emotional needs are met for all students.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$481,421
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$636,394.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$478,726.00
Title II Part A: Improving Teacher Quality	$24,884.00
Title III	$119,121.00

Subtotal of additional federal funds included for this school: $622,731.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF - Supplemental	$13,663.00

Subtotal of state or local funds included for this school: $13,663.00

Total of federal, state, and/or local funds for this school: $636,394.00

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
Dr. Felipe Mercado	Principal
Horacio Martinez	Classroom Teacher
Mary Xiong	Other School Staff
Dena Canvins	Classroom Teacher
Michelle Garcia	Classroom Teacher
Maria Chavez	Parent or Community Member
Cindy Mao	Parent or Community Member
Vanessa Perez	Parent or Community Member
Columba Santiago	Parent or Community Member
Ty Johnson	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

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).

F. 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

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019