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 Middle School	10767786006613	June 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 and results were used to identify areas of need to best support our staff and students.

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 conducted classroom walk-throughs on a weekly basis in order to monitor instruction and improve instructional practices. After analyzing walk-through data, we need to incorporate a high level of rigor (analyzing, evaluating, problem solving), effective use of instructional strategies, as well as creating learning objectives. Areas of strength included, use of technology in a purposeful way and making content relevant to students lives.

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, and district benchmarks, formative assessments, curriculum embedded assessments, and teacher created tests are used to track student progress, modify instruction and determine appropriate student intervention.

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

Staff met on a consistent basis as per scheduled Professional Learning Community time (Late Start Wednesdays) to collaborate, discuss student work and analyze assessment 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 meet the ESEA qualifications for highly qualified staff.

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 use SBE 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, 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, as well as through Academic Coaches in English Language Arts and Math.

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 level teams 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 intervention courses.

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)

All schools use 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. To improve student achievement, teachers in grades K-12 participated in ELA/Math lesson design training as well as implementation of Common Core standards training. Mathematics instructors work with a math coach to ensure an articulated program in grades 7-12. Computer support programs and intervention 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 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, Math, etc.

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, 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 specialists, 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

The WFMS School Site Council Committee worked with stakeholders to complete the variety of tasks involved in developing, implementing and monitoring the effectiveness of the School Plan for Student Achievement. Stakeholder representatives were participants in our ELAC, student leadership group and we are continuing to provide an ongoing process of encouraging participation and feedback into our SPSA development from all stakeholders.

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%	%	%	1		
African American	10.0%	7.5%	7.4%	36	29	28
Asian	13.9%	11.8%	10.4%	50	46	39
Filipino	%	%	0.3%			1
Hispanic/Latino	74.0%	78.4%	78.7%	267	305	296
Pacific Islander	%	%	%			
White	1.7%	1.8%	2.4%	6	7	9
Multiple/No Response	0.3%	%	0.8%	1		3
			Total Enrollment	361	389	376

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 6	127	145	114
Grade 7	123	123	141
Grade 8	111	121	121
Total Enrollment	361	389	376

Conclusions based on this data:

1. Enrollment increased during the 16-17 school year but decreased during the 17-18 school year.
2. Student demographics are slowly shifting but the number of students have remained consistent over the three year span.

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	108	142	168	38.5%	39%	48.3%
Fluent English Proficient (FEP)	0	0	0	0%	0%	0%
Reclassified Fluent English Proficient (RFEP)	3	3	16	2.7%	2.2%	8.5%

Conclusions based on this data:

1. While data shows growth, there is still room for growth on closing the achievement gap for our EL population.
2. There is an increase of number of EL students from year to year.
3. Our goal is to produce more students that promote from EL status to reclassified.

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 6	126	144	114	121	141	113	121	141	113	95.3	97.9	99.1
Grade 7	124	124	141	119	122	140	119	122	140	95.2	98.4	99.3
Grade 8	114	118	115	113	116	114	113	116	114	99.1	98.3	99.1
All Grades	364	386	370	353	379	367	353	379	367	96.4	98.2	99.2

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 6	2492.	2453.	2471.	7	3.55	3.54	30	18.44	21.24	28	26.95	36.28	36	51.06	38.94
Grade 7	2502.	2512.	2497.	4	4.92	3.57	25	27.87	27.14	30	36.07	27.86	40	31.15	41.43
Grade 8	2521.	2549.	2549.	4	5.17	8.77	24	37.93	33.33	41	31.90	35.96	32	25.00	21.93
All Grades	N/A	N/A	N/A	5	4.49	5.18	26	27.44	27.25	33	31.40	32.97	36	36.68	34.60

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 6	5	7.80	7.96	44	36.88	46.02	51	55.32	46.02
Grade 7	11	9.84	9.29	41	45.08	44.29	48	45.08	46.43
Grade 8	12	17.24	15.79	43	52.59	46.49	45	30.17	37.72
All Grades	9	11.35	10.90	43	44.33	45.50	48	44.33	43.60

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 6	8	3.55	5.31	55	41.13	51.33	36	55.32	43.36
Grade 7	13	15.57	10.71	49	52.46	55.71	38	31.97	33.57
Grade 8	7	18.97	14.04	54	61.21	62.28	39	19.83	23.68
All Grades	10	12.14	10.08	53	50.92	56.40	38	36.94	33.51

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 6	10	4.96	7.08	67	56.74	57.52	23	38.30	35.40
Grade 7	8	7.38	5.71	63	60.66	57.86	29	31.97	36.43
Grade 8	7	5.17	8.77	67	78.45	72.81	26	16.38	18.42
All Grades	8	5.80	7.08	66	64.64	62.40	26	29.55	30.52

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 6	20	8.51	19.47	60	43.97	47.79	21	47.52	32.74
Grade 7	14	17.21	15.71	52	57.38	50.00	34	25.41	34.29
Grade 8	10	14.66	24.56	60	54.31	54.39	30	31.03	21.05
All Grades	15	13.19	19.62	57	51.45	50.68	28	35.36	29.70

Conclusions based on this data:

1. There was no increase from the 16-17 school year to the 17-18 in terms of growth. Sixty eight percent of our students were at or nearly met or did not meet standard the last two school years.
2. Stakeholders will need to revisit program implementation as well as strategies utilized universally in that target the following areas; Reading, Research and Inquiry.
3. There is a growth trend between our students 6th grade year and 8th grade. The goal will be to support students earlier and decrease the percentage even lower prior to their promotion from 8th grade.

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 6	126	144	116	124	141	115	124	141	115	97.6	97.9	99.1
Grade 7	124	124	141	119	123	141	119	123	141	95.2	99.2	100
Grade 8	114	118	115	114	112	114	113	112	114	100	94.9	99.1
All Grades	364	386	372	357	376	370	356	376	370	97.5	97.4	99.5

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 6	2459.	2439.	2461.	2	4.26	3.48	10	10.64	13.91	41	31.91	33.04	47	53.19	49.57
Grade 7	2477.	2483.	2475.	4	4.88	8.51	16	14.63	12.77	30	30.89	26.95	50	49.59	51.77
Grade 8	2481.	2512.	2504.	1	8.93	7.02	7	15.18	13.16	27	25.89	31.58	65	50.00	48.25
All Grades	N/A	N/A	N/A	3	5.85	6.49	11	13.30	13.24	33	29.79	30.27	54	51.06	50.00

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 6	4	6.38	5.22	20	30.50	27.83	76	63.12	66.96
Grade 7	11	11.38	12.06	24	22.76	27.66	66	65.85	60.28
Grade 8	3	13.39	11.40	29	31.25	33.33	68	55.36	55.26
All Grades	6	10.11	9.73	24	28.19	29.46	70	61.70	60.81

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 6	5	4.96	7.83	41	31.21	40.00	54	63.83	52.17
Grade 7	6	4.07	10.64	50	47.15	37.59	45	48.78	51.77
Grade 8	2	11.61	11.40	49	35.71	50.00	50	52.68	38.60
All Grades	4	6.65	10.00	46	37.77	42.16	49	55.59	47.84

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 6	2	3.55	6.96	53	36.88	41.74	44	59.57	51.30
Grade 7	4	7.32	7.80	57	60.16	60.28	39	32.52	31.91
Grade 8	3	8.93	4.39	50	56.25	49.12	48	34.82	46.49
All Grades	3	6.38	6.49	53	50.27	51.08	44	43.35	42.43

Conclusions based on this data:

1. There was hardly any growth in the area of Concepts and Procedures for all performance levels.
2. Concepts and Procedures is the area that students struggled with the most in comparison to the other areas.
3. Sixth grade students struggled the most in Communicating Reasoning as compared with 7th and 8th grade.

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 6	1517.8	1510.9	1524.3	39
Grade 7	1533.8	1523.8	1543.2	61
Grade 8	1543.3	1530.8	1555.2	38
All Grades				138

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 6	*	*	14	35.90	14	35.90	*	*	39
Grade 7	19	31.15	24	39.34	11	18.03	*	*	61
Grade 8	15	39.47	16	42.11	*	*	*	*	38
All Grades	41	29.71	54	39.13	30	21.74	13	9.42	138

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 6	18	46.15	12	30.77	*	*	*	*	39
Grade 7	30	49.18	20	32.79	*	*	*	*	61
Grade 8	20	52.63	14	36.84	*	*	*	*	38
All Grades	68	49.28	46	33.33	15	10.87	*	*	138

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 6	*	*	12	30.77	14	35.90	11	28.21	39
Grade 7	17	27.87	15	24.59	14	22.95	15	24.59	61
Grade 8	15	39.47	*	*	*	*	*	*	38
All Grades	34	24.64	35	25.36	38	27.54	31	22.46	138

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 6	12	30.77	22	56.41	*	*	39
Grade 7	25	40.98	34	55.74	*	*	61
Grade 8	15	39.47	22	57.89	*	*	38
All Grades	52	37.68	78	56.52	*	*	138

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 6	25	64.10	11	28.21	*	*	39
Grade 7	38	62.30	18	29.51	*	*	61
Grade 8	27	71.05	*	*	*	*	38
All Grades	90	65.22	38	27.54	*	*	138

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 6	*	*	12	30.77	24	61.54	39
Grade 7	13	21.31	21	34.43	27	44.26	61
Grade 8	14	36.84	*	*	15	39.47	38
All Grades	30	21.74	42	30.43	66	47.83	138

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 6	*	*	31	79.49	*	*	39
Grade 7	16	26.23	42	68.85	*	*	61
Grade 8	12	31.58	24	63.16	*	*	38
All Grades	33	23.91	97	70.29	*	*	138

Conclusions based on this data:

1. There is a high percentage of students in the Somewhat/Moderately domain.
2. Staff will continue to monitor, support and evaluate programs along with support students with instruction that will meet our students needs.
3. There is a goal of acquiring instructional support for both staff and students to increase our measurement of success with our EL's.

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**
376	**98.1%**	**44.7%**	**1.3%**
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	168	44.7%
Foster Youth	5	1.3%
Homeless	7	1.9%
Socioeconomically Disadvantaged	369	98.1%
Students with Disabilities	47	12.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	28	7.4%
Asian	39	10.4%
Filipino	1	0.3%
Hispanic	296	78.7%
Two or More Races	2	0.5%
White	9	2.4%

Conclusions based on this data:

1. EL's make up 45% of our student population.
2. Foster Youth and Homeless although a small group, plays an imperative role in supporting our data in all areas of academics, behavior and school climate.
3. Largest group of student body is our Hispanic population with Asian coming in second and African American third as their data provides a stark difference between them all.

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** Orange	**Suspension Rate** Green
Mathematics Orange		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. The suspension rate is considered to be high. For the 17-18 school year it was at 17:7% with an increase in +0.5%.
2. The English Learner Progress is at 91.9% with an increase of +16.9%.
3. Students appear to progress in Mathematics. (increase of +5.1 points)

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
1	2	2	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	Yellow	No Performance Color
42.5 points below standard	57.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained 1.3 points	Increased 5.6 points	5 students
347 students	205 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	42.7 points below standard	148.1 points below standard
7 students	Maintained 2.4 points	Declined -14.8 points
	342 students	38 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
90.2 points below standard	0 Students	33.8 points below standard	0 Students
Declined -25 points		Declined -11.3 points	
20 students		36 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
40.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased 4.4 points	3 students		8 students
279 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**
96.5 points below standard	9.4 points above standard	64.2 points below standard
Declined -8 points	Increased 7.1 points	Declined -10.8 points
130 students	75 students	83 students

Conclusions based on this data:

1. The lowest performing subgroups are: Hispanic, Asian, Socioeconomically Disadvantaged and English Learners.
2. Our RFEP students performed higher than our English Learner and English Only students.
3. Our EL population status is "low." We will need to take a look at the programs we are currently using for our dedicated English Language Development block to see if we need to supplement.

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
2	3	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	Red	No Performance Color
86.9 points below standard	97.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained 1.5 points	Maintained 2.1 points	5 students
347 students	205 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	88.1 points below standard	211.5 points below standard
7 students	Maintained 1.4 points	Maintained -1.8 points
	342 students	38 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
176.5 points below standard	0 Students	70.5 points below standard	0 Students
Declined -26.5 points		Maintained 0.8 points	
20 students		36 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
84 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Maintained 1.4 points	3 students		8 students
279 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**
136.7 points below standard	29.1 points below standard	117.9 points below standard
Declined -17.1 points	Increased	Declined -5 points
130 students	17.6 points 75 students	83 students

Conclusions based on this data:

1. Our English Learner subgroup scored "very low" on the Math assessment (99.5 points below) thought there was an increase of +3.7 points.
2. Both RFEP and EL students increase +5 points or more in their Math assessments.
3. The following subgroups were the lowest performing in terms of the Math assessment: English Learners, Students with Disabilities and African American.

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**
138	29.7%	39.1%	21.7%	9.4%

Conclusions based on this data:

1. A high percentage of our students are coupled in the Moderately Developed Level area.
2. Small percentage of students can be located in Beginning Stage Level 1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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
0	5	0	1	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
Orange	Orange	No Performance Color
9.2% chronically absent	6.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 0.6%	Increased 0.9%	8 students
403 students	151 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	9.1% chronically absent	12.7% chronically absent
7 students	Increased 0.6%	Increased 3.5%
	394 students	55 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Green	No Performance Color
20.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	7.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 5.9%	0 students	Declined 1.4%	1 students
34 students		42 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
7.4% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	25% chronically absent
Increased 1.4%	4 students	0 students	12 students
310 students			

Conclusions based on this data:

1. The Chronic Absenteeism rate for the school is below 6%.
2. Our English Learner population has the least chronic absenteeism rate when compared to other subgroups.
3. The Chronic Absenteeism rate is the highest for our White, African American, Homeless and students in Sped subgroups.

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	1	0	4	1

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
Green	Green	No Performance Color
7.7% suspended at least once	7.6% suspended at least once	Less than 11 Students - Data Not
Declined -10%	Declined -10.9%	8 students
416 students	158 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
Less than 11 Students - Data Not	7.6% suspended at least once	5.4% suspended at least once
9 students	Declined -10%	Declined -22.2%
	407 students	56 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Blue	No Performance Color
16.2% suspended at least once	0 Students	0% suspended at least once	Less than 11 Students - Data [illegible] 1 students
Declined -15.4%		Maintained 0%	
37 students		43 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
7.6% suspended at least once	Less than 11 Students - Data [illegible] 4 students	0 Students	14.3% suspended at least once
Declined -10%			14 students
317 students			

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
17.3% suspended at least once	17.7% suspended at least once	7.7% suspended at least once

Conclusions based on this data:

1. Our Asian population has 0% suspensions
2. Our African American subgroup had a very high suspension rate of 16.2%.
3. Students with disabilities are at a 5.4% suspension rate, shows a distance of -22.2%

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 Washington Unified School District will provide a collaborative educational environment that effectively recruits, trains, supports, and retains highly effective teachers and provides all students the basic services and materials needed to participate successfully in a 21st Century educational experience.

Goal 1

To provide educational opportunities to increase the number of Grade 6-8 students who master English Language Arts/Math state standards in order to:
a. develop 21 Century literacy skills
b. meet academic targets in English Language Arts/Math as measured by Smarter Balanced Assessment results by the end of 2019-20.

Identified Need

Fully credentialed teachers who are effectively supported help students achieve educational success. Sufficient access to standards aligned instructional materials and a safe and clean environment maximizes student learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students have access to standards aligned instructional materials in 2017-18	100% of students will have access to standards-aligned instructional materials	100% of students will have access to standards-aligned instructional materials
State standards will be fully implemented as verified by data collection obtain through routine classroom walk-throughs.	District shows that 100% of courses are using most current state standards to guide their curriculum.	100% of courses will be taught using the most recently adopted state standards.

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

Supplemental Academic programs are used to increase academic achievement. Canbium Learning: Reading intervention programs target student's reading level, support them through an individualized program of using researched based curriculum, and increase their reading level to the desired grade 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)
5475	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 Students

Strategy/Activity

Site administrators will examine daily schedules to verify they allocate the required instructional time in Language Arts. (Expenditure listed in Goal 3, Action 2)

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)

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

Identified students will receive academic intervention based on local assessment data from site Intervention Specialists.

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)
129,088	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

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)
5192	Title I 4000-4999: Books And Supplies

Strategy/Activity 5

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

English Learners and Students reading below Grade Level

Strategy/Activity

English Learners and other struggling readers in grades 6-8 will receive access to various approved software for intervention and enrichment instruction.

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)
5289	Title III 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 6

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

All Students

Strategy/Activity

All teachers will receive professional development to reinforce research based strategies that provide access to learning.

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)

15,451	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Teacher Training

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.

In conjunction with the implementation of our academic coaches we have been able to receive staff feedback connected to training workshops, coaching cycles, needed supplies, push-in support of academic coaches along with walk-through data from administration. There has been continued progression in ELA, Math and EL's but we are still far below state standards.

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.

We will continue to search for a math intervention tool that will support students that are not meeting site level benchmarks, continue to promote staff development aligned with staff needs, evaluate an effective ELD program to support our EL's.

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

Goal 2

To increase the involvement of parents in their child's educational progress through providing opportunities to engage in on campus activities by measurement of sign-in during events to surpass the previous year.

Identified Need

Opportunities for parents and our community to participate and communicate effectively need to continue to grow. Parents also need to be supported in their efforts to become informed and educated in order to be an active member of our community and promote educational success for their children.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
West Fresno Middle School will increase the number of parents involved in their child's education and effectively communicate regarding academic and social-emotional progress.	West Fresno Middle School will increase the number of parents involved in their child's education and effectively communicate regarding academic and social-emotional progress.	West Fresno Middle School will increase the number of parents involved in their child's education and effectively communicate regarding academic and social-emotional progress by 5%.

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

West Fresno Middle School will increase the number of parents involved in their child's education and effectively communicate regarding academic and social-emotional progress. Parent Refreshments will be provided at on-campus meetings, events, and workshops.

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)
1,300	Title I 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Involvement: staff will ensure that teachers Grades 6-8 regularly inform parents of their child's academic progress through progress reports, parent/teacher conferences, promotion and retention conferences, and conferences related to a student academic progress. Blackboard and EAGLE software will support communication.

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)
1350	Title I 5000-5999: Services And Other Operating Expenditures

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.

There is weekly communication via phone, email and text to every family on events and activities that would call for their support and engagement. Our site calendar, monthly district newsletter and site communication to families of students that are absent is a constant communication that is ongoing.

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.

We will strive to improve our communication from school to home in multiple languages congruent to our community, increase parent feedback opportunities in order to provide better services to meet their needs.

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 3- The Washington Unified School District will be a district of academic excellence that provide 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

Support students in achieving above state standards student achievement in the areas of ELA, Math and ELD by the end of 2019-20.

Identified Need

100% of our students do not currently meet or exceed their grade level standards in English Language Arts and mathematics. Students that are homeless, English Learners, Socioeconomically Disadvantaged students, African American students, students with disabilities show an achievement gap exists in both ELA and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts SBAC	32% of students met or exceeded standard on the ELA SBAC for 2017-18 school year.	ELA scores will improve by 5% on the SBAC for the 2018-19 to 37% met or exceeds standard
Mathematics	19% of students met or exceeded standard on the Math SBAC for the 2017-18 school year.	Math scores will improve by 5% on the SBAC for the 2018-19 to 37% met or exceeds standard.
English Language Learners	EL's combined ELA/Math met or exceeded standard was at 11%.	Math/ELA combined met or exceeded will increase by 5% to 16% met 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

Math/ELA/EL supports:
*Support of academic coaches to improve instructional strategies/problem solving in math.
*Implementation of Reading Plus to monitor vocabulary, reading fluency and comprehension.
*Implementation of instructional strategies to reteach a concept/skill not previously mastered.
*School-wide implementation of a "skills based lesson design"

*Ongoing professional development: Mathematical Mindset
*Monthly district PLC meetings to collaborate and analyze assessments and curriculum.
*Implementation of supplemental resources: Buzzmath
*Instructional aide support for EL students

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)

Strategy/Activity 2

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

All students

Strategy/Activity

Site administrators will examine daily schedules to verify they allocate the required instructional time in Language Arts.

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)
129,087	LCFF - Base 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 students

Strategy/Activity

Identified students will receive academic intervention based on local assessment data. (See Goal 1, A 3 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)
	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

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)

Strategy/Activity 5

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

English Learners and Students reading below Grade Level

Strategy/Activity

Intervention support through Greenfield Learning Inc.'s Reading Plus Program

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)
10,300	Title I 5000-5999: Services And Other Operating Expenditures

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.

Positive feedback in reference to staff training opportunities through surveys, all staff and students have needed materials. Professional development provided with staff is aligned to support staff with needs of both staff and students.

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.

Research a math intervention tool, continue to support staff professional development aligned with staff needs, evaluate an effective ELD program to better support our EL population.

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

Goal 4

The goal of West Fresno is to decrease our suspension and chronic absenteeism rate below the state average and be a place where all students in all subgroups are actively engaged in a safe and positive school climate.

Identified Need

Currently, 100% of students do not attend school on a daily basis. Students need to be actively engaged in school daily in order to become college and or career ready graduates. The number of students suspended and/or expelled needs to continue to decline in order to provide all students a safe and positive school climate conducive to learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	West Fresno Middle had a 7.7% suspension rate in 2017-18	West Fresno Middle will decrease the suspension rate by at least 1%
Chronic Absenteeism Rate	West Fresno Middle had a 9.2% chronic absenteeism rate in 2017-18	West Fresno Middle will decrease the chronic absenteeism rate by at least 1%.
All facilities will be maintained in "good" or "exemplary" repair as rated by the annual Facilities Inspection Tool (FIT).	Site is currently in "good" or "exemplary" repair according to FIT report.	100% of facilities will be maintained in "good" or "exemplary" repair.

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

Guidance Learning Specialist- Counseling and implementation of Tiered supports.

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)
112,909	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.

An increased number of students have received counseling services, there is a decrease in Chronic Absenteeism and suspensions.

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

Suspensions spiked this school year as we will be re-evaluating our current practices and look to implement ways of better supporting our students within the learning environment.

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.

Re-evaluate our MTSS model, to better support our student behavior and social emotional support. Continue to utilize district liaison to support SARB process and communicating with families in efforts to keep students in school.

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	$265,814
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$415,441.00

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	$265,614.00
Title II Part A: Improving Teacher Quality	$15,451.00
Title III	$5,289.00

Subtotal of additional federal funds included for this school: $286,354.00

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 - Base	$129,087.00

Subtotal of state or local funds included for this school: $129,087.00

Total of federal, state, and/or local funds for this school: $415,441.00

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

2 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
President: Angelica Velasquez	Parent or Community Member
Vice President: Irma Huerta	Parent or Community Member
Secretary: Maria Santos	Parent or Community Member
Prince Marshall	Principal
Terrence Brown	Other School Staff
Preston Cole	Other School Staff
Devin White	Classroom Teacher
Aubrey Cox	Classroom Teacher
David Mejia	Classroom Teacher
Melanie Velasquez	Secondary Student
Nya Florez	Secondary Student
Santa Maza	Secondary Student

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 06/05/2019.

Attested:

Principal, Mr. Prince Marshall on 06/05/2019

SSC Chairperson, Angelica Velasquez on 06/05/2019

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