West Fresno Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	West Fresno Elementary School
Street	2910 South Ivy Avenue
City, State, Zip	Fresno, CA 93706
Phone Number	559-495-5605
Principal	Javier Gamboa
Email Address	jgamboa@wusd.ws
School Website	wfes.washingtonunified.org
County-District-School (CDS) Code	1076778 6006605

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

West Fresno Elementary School creates a passion for lifelong learning and empowers students to value self, others, and the world. Safety, learning, and the well being of all students and staff is priority at our site.

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

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	120
Grade 1	100
Grade 2	95
Grade 3	110
Grade 4	110
Grade 5	104
Grade 6	1
Total Enrollment	640

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6%
Male	49.4%
American Indian or Alaska Native	0.8%
Asian	10.9%
Black or African American	8%
Hispanic or Latino	74.7%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	1.7%
White	3.6%
English Learners	46.7%
Foster Youth	0.5%
Homeless	4.8%
Migrant	12%
Socioeconomically Disadvantaged	96.7%
Students with Disabilities	12.7%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.50	95.45	117.70	80.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	3.43	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.03	9.80	6.73	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.90	3.35	12115.80	4.41
Unknown	0.50	1.52	8.90	6.12	18854.30	6.86
Total Teaching Positions	33.00	100.00	146.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.30	96.81	118.10	76.48	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.66	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.19	12.60	8.22	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	6.90	4.51	11953.10	4.28
Unknown	0.00	0.00	15.60	10.12	15831.90	5.67
Total Teaching Positions	31.30	100.00	154.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.1	3.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic REACH	Yes	0.0
Mathematics	Eureka Math	Yes	0.0

Science	Twig Education, Twig Science	Yes	0.0
History-Social Science	Pearson Scott Foresman, Scott Foresman History-Social Science for California*	Yes	0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0

School Facility Conditions and Planned Improvements

General Information:

Age of School Buildings: The elementary school houses grades PreK through 5th grade. Portable classrooms have been added to our existing classrooms, which were built in 1953. The school has an administration office, library, cafeteria, and classrooms. Kindergarten classrooms have their own playground which was installed in 1998 and modernized in 2011. The first, second, third, fourth, and fifth graders also have designated equipment and a playground. The play area is an asphalt playground that is over 5,400 square feet for upper grade use. The large parking lot was modernized in a project in 2000. It includes flowerbeds, trees, and sprinklers. All the classrooms were modernized during 1999-2002. The walls, floors, ceilings, and cabinets were installed over a three-year period; new roofs and canopies were done as a part of modernization and deferred maintenance hardship. In addition to the roofs, the classrooms were furnished with air conditioning and heating. In 2018, campus restrooms and exterior surfaces underwent modernization. In 2022 HVAC units were replaced; public announcement system was installed.

Maintenance and Repair: The maintenance shop is on the south side of the elementary campus. The maintenance and operations department is in a 2,240 square-foot building, built in 1997. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online tech/repair ticket system is used for optimal effectiveness and time efficiency.

Year and month of the most recent FIT report	12/7/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Carpet in Room 21 torn.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 35 has some graffiti on the west wall. A few burns on the play structure.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	21	18	31	30	47	46
Mathematics (grades 3-8 and 11)	13	19	14	17	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	320	319	99.69	0.31	17.55
Female	156	156	100.00	0.00	18.59
Male	164	163	99.39	0.61	16.56
American Indian or Alaska Native	--	--	--	--	--
Asian	33	33	100.00	0.00	30.30
Black or African American	31	30	96.77	3.23	20.00
Filipino	0	0	0	0	0
Hispanic or Latino	240	240	100.00	0.00	15.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	148	148	100.00	0.00	10.81
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	16	16	100.00	0.00	18.75
Socioeconomically Disadvantaged	312	311	99.68	0.32	17.68
Students Receiving Migrant Education Services	50	50	100.00	0.00	12.00
Students with Disabilities	48	47	97.92	2.08	8.51

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	320	319	99.69	0.31	19.44
Female	156	156	100.00	0.00	17.95
Male	164	163	99.39	0.61	20.86
American Indian or Alaska Native	--	--	--	--	--
Asian	33	33	100.00	0.00	39.39
Black or African American	31	30	96.77	3.23	10.00
Filipino	0	0	0	0	0
Hispanic or Latino	240	240	100.00	0.00	18.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	148	148	100.00	0.00	13.51
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	16	16	100.00	0.00	12.50
Socioeconomically Disadvantaged	312	311	99.68	0.32	18.65
Students Receiving Migrant Education Services	50	50	100.00	0.00	24.00
Students with Disabilities	48	47	97.92	2.08	10.64

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	8.82	11.11	17.99	21.76	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	102	101	99.02	0.98	11.88
Female	49	49	100.00	0.00	10.20
Male	53	52	98.11	1.89	13.46
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	18.18
Black or African American	14	13	92.86	7.14	15.38
Filipino	0	0	0	0	0
Hispanic or Latino	68	68	100.00	0.00	8.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	36	36	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	100	99	99.00	1.00	12.12
Students Receiving Migrant Education Services	15	15	100.00	0.00	13.33
Students with Disabilities	11	10	90.91	9.09	--

B. Pupil Outcomes	**State Priority: Other Pupil Outcomes**
	The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement	**State Priority: Parental Involvement**
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	677	668	179	26.8
Female	342	338	88	26.0
Male	335	330	91	27.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	5	2	40.0
Asian	71	70	13	18.6
Black or African American	61	58	29	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	502	498	123	24.7
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	13	12	3	25.0
White	22	22	7	31.8
English Learners	316	315	57	18.1
Foster Youth	8	5	1	20.0
Homeless	44	44	17	38.6
Socioeconomically Disadvantaged	662	653	176	27.0
Students Receiving Migrant Education Services	85	85	6	7.1
Students with Disabilities	112	111	38	34.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.15	1.59	2.07	0.36	5.56	5.03	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.07	0
Female	1.75	0
Male	2.39	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.41	0
Black or African American	9.84	0
Filipino	0	0
Hispanic or Latino	1.2	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.55	0
English Learners	0.63	0
Foster Youth	0	0
Homeless	6.82	0
Socioeconomically Disadvantaged	2.11	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.68	0

2023-24 School Safety Plan

Safety of students and staff is always at the forefront at West Fresno Elementary School. Before, during, and after school, responsibility for monitoring the campus is shared by management, certificated, and support staff. All visitors must sign in at the office and wear appropriate identification while on campus. When school is in session, we have a closed campus; students are not allowed off campus during the school day.

The School Safety Plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The plan also includes procedures for exit routes and inventories of emergency supplies. At the school site, fire and lock down drills are practiced and documented monthly. Safety items are discussed at the monthly staff meetings. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. It was last reviewed and approved by our SSC/ELAC committees on November 29, 2022. We make the plan available on our school website and keep copies in the office for parents.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	6		
1	23		5	
2	22		5	
3	21	3	2	
4	20	2	3	
5	26		4	
Other	8	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		5	
1	17	5		
2	21	1	4	
3	20	4	1	
4	24		4	
5	20	1	4	
Other	10	3		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	6	1	0
1	20	4	1	0
2	19	5	0	0
3	22	2	3	0
4	26	0	4	0
5	25	0	4	0
6	0	0	0	0
Other	9	2	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,636	$3,413	$8,223	$86,255
District	N/A	N/A	$6,648	$82,838
Percent Difference - School Site and District	N/A	N/A	21.2	4.0
State	N/A	N/A	$7,607	$81,984
Percent Difference - School Site and State	N/A	N/A	7.8	5.1

Fiscal Year 2022-23 Types of Services Funded

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

Expenditures for our school site are in alignment with the content curriculum that is being taught and based on data assessment results. In addition to support the process of teaching and learning, emphasis is placed on student safety and well being when deciding on programs and services to fund.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$48,746	$50,875
Mid-Range Teacher Salary	$69,972	$79,761
Highest Teacher Salary	$97,852	$103,045
Average Principal Salary (Elementary)	$125,582	$128,154
Average Principal Salary (Middle)	$110,949	$131,774
Average Principal Salary (High)	$128,666	$142,676
Superintendent Salary	$191,760	$211,462
Percent of Budget for Teacher Salaries	26.62%	30.11%
Percent of Budget for Administrative Salaries	5.52%	5.49%

Professional Development

Professional development at West Fresno Elementary is designed to meet the individual needs of teachers, as well as requests for training by grade level teams. Professional development sessions are designed to assist staff members in refining existing skills and learning new skills to achieve district and state accountability goals. The professional development program is

Professional Development

ongoing and clearly reflects the vision and mission of our school. The administration team, grade level leads, and teachers are committed to the ongoing practices of a Professional Learning Community (PLC) Model. Our Administration team and Grade Level PLC Leads have all been trained on the implementation of Achievement Teams. Administrators, PLC Facilitators, and Teachers analyze assessment data and student work to ensure continual academic growth. The data analysis information is utilized to infuse learning strategies, lesson design, and student engagement practices in order to increase levels of student proficiency.

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

Academic Coaching is also offered to teachers at West Fresno. Three coaches share their time between the five district sites. Content areas for coaching are: Classroom management for new teachers, math lesson engagement, and lesson design and delivery for all subjects. ELD and early literacy/guided reading have been major focus areas this year in an effort to support student literacy at all levels.

Current Professional Development opportunities include Technology Enhanced Learning, Lesson Design and Delivery with emphasis on student engagement strategies, Eureka Math, Early Literacy supported by Fresno County Superintendent of Schools, and English Language Development. Our teachers collaborate on a regular basis and share numerous teaching strategies. Additionally, teachers participate in focused professional development in areas such writing skills and calibration, graphic organizers, and SBAC constructed response. To date, our school site has offered targeted professional development in Data Analysis, Parent Engagement, Assessment, Student Engagement, Learning Objectives, Scheduling, Positive Behavior Interventions, and Peer Observations.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	12.5	12.5	12.5