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West Fresno Elementary School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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).

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.

About This School

Contact Information (School Year 2017-18)

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	Ms.Toshia Foth
E-mail Address	tfoth@wusd.ws
Web Site	www.wfes.washingtonunified.org
CDS Code	1076778 6006605

District Contact Information	
District Name	Washington Unified School District
Phone Number	(559) 495-5600
Superintendent	Joey Campbell
E-mail Address	jcambpell@wusd,ws
Web Site	www.washingtonunified.org

School Description and Mission Statement (School Year 2017-18)

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

West Fresno Elementary School is located in a diverse, rural area west of Fresno, California. We are dedicated to implementing research based best practices, and centering our culture with a positive climate. Our students continue to improve academically. In addition, we offer numerous opportunities for our students to learn the necessary social skills to become caring, respectful, and motivated members of our society. West Fresno Elementary School also embraces the district goals of providing the highest level of student achievement, a safe learning environment, and effective and efficient operations. In addition, the West Fresno Staff supports the district's vision to ensure that each student will master the academic know ledge and skills, habits of mind, and qualities of character necessary to succeed in high school, college, and the competitive world beyond.

We are a Professional Learning Community model that promotes effective teaching strategies across all curriculum and implementation of school wide intervention programs that support student academic growth. Our new vision embraces West Fresno Elementary School as a place that ensures that all students are proficient or advanced in core academics. We promote a rigorous curricula, a safe environment, student self-responsibility, and up to date technology. This allows our students to become 21st century citizens.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	136
Grade 1	114
Grade 2	111
Grade 3	125
Grade 4	154
Grade 5	120
Total Enrollment	760

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	8.6
American Indian or Alaska Native	0.1
Asian	10.1
Filipino	0.1
Hispanic or Latino	77
Native Hawaiian or Pacific Islander	0
White	2.2
Two or More Races	1.6
Socioeconomically Disadvantaged	98.7
English Learners	66.4
Students with Disabilities	10.4
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	42.5	37.8	38	145
Without Full Credential	2	4	2	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic REACH	Yes	0.0
Mathematics	Grades K-5 Eureka Math	No	0.0
Science	Grades K-5 Harcourt School Publishers, California Science	Yes	0.0
History-Social Science	Grades K-5 Pearson Scott Foresman, Scott Foresman History-Social Science for California*	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

General Information:

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

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 08/29/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Cafeteria & Kitchen: 4 ceiling lights not working. Hallway Next to Cafeteria: 1 ceiling light out. 2 light covers broken/missing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Cafeteria & Kitchen: Restrooms not labeled. Rms. TK/K 3-5: Drinking fountain has missing button on/off Northside. Southside drinking fountain is leaking. Rms. 17-21: Rm 20-1 drinking fountain has missing button-right side.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Rms. TK/K 3-5: Play Equipment-torn carpet. Rms. 36-40: Rm. 37-fence behind room is torn. Primary Play Structure: Wall with holes is burnt. Need more fill material at play equipment.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 08/29/2017				
Overall Rating	**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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	19	30	29	35	48	48
Mathematics (grades 3-8 and 11)	19	30	15	22	36	37

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	390	381	97.69	30.45
Male	199	196	98.49	27.55
Female	191	185	96.86	33.51
Black or African American	38	36	94.74	27.78
American Indian or Alaska Native	--	--	--	--
Asian	37	37	100	32.43
Hispanic or Latino	299	292	97.66	30.82
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	384	375	97.66	29.87
English Learners	246	240	97.56	31.25
Students with Disabilities	37	35	94.59	5.71
Students Receiving Migrant Education Services	18	17	94.44	23.53
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	389	379	97.43	30.08
Male	199	193	96.98	29.53
Female	190	186	97.89	30.65
Black or African American	38	36	94.74	25
Asian	37	36	97.3	38.89
Hispanic or Latino	299	292	97.66	29.11
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	383	373	97.39	29.76
English Learners	246	240	97.56	29.17
Students with Disabilities	37	32	86.49	0
Students Receiving Migrant Education Services	18	16	88.89	25
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	29	22	30	33	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.8	24.8	9.2

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

C. Engagement

State Priority: Parental Involvement

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

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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. They are encouraged to serve on advisory committees and leadership teams, such as the English Learners Advisory Council (ELAC), School Site Council (SSC) and Migrant Advisory Committee, as well as participate in the School's Parents' Club. West Fresno Elementary School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities. Home and school communication is enhanced through the student/parent handbook, the school website, student report cards, robocalls and other regular communication activities. Translation is regularly provided for written and in-person communication. In addition, two Parent/Teacher conferences are held (Fall and Spring) to further promote our dedication to creating effective communications between our teachers and parents. Parent classes are also offered throughout the year such as: Parent University and English classes.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	7.6	6.8	5.5	9.4	8.4	8.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Safety of students and staff is a primary concern of West Fresno Elementary School. Before, during, and after school, responsibility for monitoring the campus is shared by instructional support staff and certificated staff. All visitors must sign in at the office and wear appropriate identification while on campus. We have a closed campus; students are not allowed off campus during the school day. The comprehensive school safety plan is updated annually and goals are revisited and revised as needed. The safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students.

Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is review ed annually, updated as needed, and fully compliant with federal and state regulations. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available on our school Web site and keep copies in the office for parents. We share the plan with all staff during a school wide staff meeting. We practice fire drills monthly and conducted an Earthquake Drill (The Great California Shake Out). An updated copy is available to the public at the school office.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2013-2014
Year in Program Improvement*	Year 5	Year 1
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	62.5

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16	9			20	2	5		21	2	5	
1	21	2	4		19	6			23		5	
2	21	2	5		22		6		22		5	
3	24		5		26		6		20	5	1	
4	26		5		23		5		25		6	
5	20	1	5		27		5		23		5	
Other					14	1						

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	740
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	01	N/A
Social Worker	1.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1.0	N/A
Other	5	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$10,009	$1,462.74	$6,134.39	$6,142.4
District	N/A	N/A	$2,743.64	$63,695
Percent Difference: School Site and District	N/A	N/A	76.4	-164.8
State	N/A	N/A	$6,574	$69,649
Percent Difference: School Site and State	N/A	N/A	-6.9	-167.6

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

Types of Services Funded (Fiscal Year 2016-17)

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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,167	$44,144
Mid-Range Teacher Salary	$63,399	$69,119
Highest Teacher Salary	$83,179	$86,005
Average Principal Salary (Elementary)	$88,392	$106,785
Average Principal Salary (Middle)	$97,568	$111,569
Average Principal Salary (High)	$107,696	$121,395
Superintendent Salary	$221,075	$178,104
Percent of Budget for Teacher Salaries	29%	34%
Percent of Budget for Administrative Salaries	8%	6%

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

Professional Development (Most Recent Three Years)

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

West Fresno has 2 hours of PLC time per week embedded in the master schedule for teachers. Also required are three days of district and site professional development prior to the start of the school year and four days of optional professional development offered each summer. Teachers are paid for their participation. Topics for these sessions are selected based on greatest areas of needs outlined in the LCAP 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 four district sites. Areas of coaching focus are: classroom management for new teachers, math lesson engagement, and lesson design and delivery for all subjects.

Current Professional Development opportunities include Kagan Cooperative Learning Structures, Lesson Design and Delivery with emphasis on student engagement strategies (T4 Learning), Eureka Math, Guided Reading provided by Fresno County Superintendent of Schools, and English Language Development also provided by FCSS. Our teachers also provide each other with numerous teaching strategies and focused professional development in areas such writing skills, creating Constructed Responses for SBAC, and graphic organizers. In addition, our Director of Curriculum, Instruction, and Assessment has facilitated district-wide trainings in Mathematical Mindsets, Units of Study, Illuminate, Instructional Technology, and Professional Learning Community Facilitation.