

# *School Plan for Student Achievement*



## **FORT WASHINGTON ELEMENTARY**

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7/1/23-6/30/24

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# 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
Fort Washington Elementary School	10-62117-6005862	May 16, 2023	June 14, 2023

## Purpose and Description

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

Additional Targeted Support and Improvement

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

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Clovis Unified School District. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the district goals supporting the expectations that all goals shall have objectives that are measurable, actionable, and develop monitoring metrics to assess progress that guides program evaluation and resource allocation. Within our SPSA we have created a plan that focuses on ELA, math, English Language Learners, our Chronic Absenteeism rates, and suspension rates. Our goals also include strategies for addressing chronic Absenteeism in the Asian subgroup as well as chronic absenteeism and suspensions in the EL and Two or More races subgroups which has placed into ATSI this year.

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# 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).

The following surveys are administered annually:

- \*SART- School Assessment Review Team
- \*Student body LCAP survey
- \*CUSD school climate assessment
- \*English Learner needs assessment Survey
- \*Native American Education Survey
- \*Parent LCAP survey

Collectively, these surveys indicated that our community feels that Fort Washington is a school centered around student growth and achievement. Recommendations for future growth included: continued focus on school safety, examining/expanding social/emotional supports, and continued academic growth.

## Classroom Observations

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

As per CUSD Board Policy 6211Clovis Unified Board Policy #4315 and ED CODE #44664 require that all certificated teachers are evaluated on a regular bases. Informal and formal classroom observations occur throughout the school year. Administrators from both the site level and the district level regularly communicate their findings with the classroom teacher. The findings are used to illustrate best practices that can be replicated in other classrooms across the site and district. Site administrators also use this as an opportunity for teachers to learn from one another by observing each other within the classroom setting. The observation process also allows site administrators to use corrective feedback, provide coaching and to provide additional supports in specific areas of growth opportunities based on each individual teachers needs.

Common findings for growth opportunities include:

- Behavior management
- Classroom management
- Articulation of Learning Objectives
- Frequency of Checking for Understanding
- Differentiated Instruction
- Frequency of Academic Conversation

## 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)

A variety of tools are used to measure and monitor academic progress at our site and within our school district. Assessments are designed to provide staff with data so that instruction can be modified to meet individual needs, to monitor student achievement and to assess the school's overall success. Some examples of the assessments that we utilize include:

- \*SBAC
- \*ELPAC
- \*iReady
- \*iCAL
- \*iCAM

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

Teachers use the data collected from these assessments to chart progress and design an appropriate instructional program for all students. Individualized or classroom specific materials can then be produced using to address the identified academic need. The data is analyzed in PLC's where it is then used to help guide further instruction.

In addition, all students who have not meet proficiency standards are carefully evaluated for academic deficiencies and may be recommended for additional support either through the alter/before school Extended Day labs; supplemental instruction provided by Push-In Teachers, Instructional Aide/Tutors, BIAs (Instructional Aide-Bilingual); or classroom interventions. Instruction is targeted to the identified need. The Principal and GIS/Resource Teacher support, train, and provide resources necessary to assist teachers in the process.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

Teachers who are appropriately credentialed have a deep understanding of the content they teach, have been trained in a variety of instructional strategies, and are in the best position to aid our students in reaching academic proficiency in their content areas.

All teachers on our campus hold an appropriate CTC credential, permit, or other document equivalent to that which a teacher in all other public schools would be required to hold. Those teachers that are in the status of seeking to complete their credentials (PIPS, STIPS and Interns) are in a program that will allow staff to meet the requirements needed in a timely manner. These staff members are supported by site and district administration for appropriate completion. An equivalent credential, permit, or other document would mean that the teacher has the appropriate authorization for their assignment.

All paraprofessionals whose duties include instructional support must meet the criteria as outlined in CUSD to be considered Highly Qualified to assist students.

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

All teachers receive site and/or district professional development on curriculum, instruction, and assessment throughout the year.

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

CUSD provides professional development for all school sites that are aligned with the needs of the schools, academic content standards, social emotional supports, and more. The district provided professional development for this school include--Tiered Writing Supports aligned to the Common Core writing standards, AVID training around WICOR that is utilized across content areas, PBIS Tier 1, 2, and 3 supports aligned to meet behavior needs in our classrooms, Science training aligned to NGSS, iReady training aligned with our district adopted curriculum and the Common Core standards in both math and reading.

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

Teachers have access to a variety of different sources of professional development both on and off-site. CUSD Teachers On Special Assignment (TOSA) provide professional learning sessions along with co-teaching opportunities and in-class coaching. Teachers on Special Assignment are experts in their specific content area and knowledgeable in the adopted curriculum. This is in addition to professional learning opportunities provided at our school site, through conferences, or at the district level. Additionally, new teachers are assigned mentor teachers (either site-based or district based) who are available to provide coaching, mentoring, and opportunities for our new teachers to observe more experienced teachers in action.

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

Grade level teams meet regularly in their professional learning communities (PLC's) to review student work samples, discuss and align curriculum to the state and district standards, evaluate where the students are performing and decide what their first-time best teaching and reteaching strategies should be. This time ensures that veteran and developing teachers are using the same evaluative procedures while assessing student work samples.

## Teaching and Learning

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

The basic instructional program utilizes standards-aligned state adopted textbooks and/or instructional materials in the core four content areas: English Language Arts, Math, Social Science, and Science. Clovis Unified has adopted and approved a variety of materials that both align to the content standards, but that also meet the needs of our school sites and community. A full list of our adopted textbooks can be found on our school site's SARC found here:

<https://www.cusd.com/sarc.aspx>

In addition to the adopted textbooks and materials, CUSD utilizes Curriculum Design Teams (CDT) to produce additional materials that are standards aligned and support supplemental materials that have been purchased by school sites or the district.

Our English Learners (EL), Students with Disabilities (SWD), and students who move to an intervention program continue to receive core instruction while using the adopted instructional materials but are also provided with additional instruction using research-based materials that are aligned with the common core state standards, or in the case of our EL students aligned to the California ELD standards.

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

The administration and teachers have worked collaboratively to create a daily schedule that ensures our students receive the recommended instructional minutes in all content areas.

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

Long-term and short-term pacing guides are created by each grade-level team based on the district's assessment calendar. These pacing guides outline the lessons for major content areas on a weekly basis and are modified throughout the year based on student needs. Sites develop intervention schedules based on data collected and analyzed in PLC's to determine an intervention calendar to meet the needs of students in tier 2 and Tier 3.

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

The Williams Act requires all schools to have adopted curriculum in the four core subject areas available to all students on a daily basis. This adopted curriculum is reviewed on a regular basis to ensure it is aligned to the stated standards and the district AIMS. In addition to having adopted curriculum in the four core subject areas (ELA, Math, Social Science, and Science), CUSD also has adopted ELD curriculum that is aligned to the State's ELD standards.

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

SBE-adopted and standards-aligned instructional materials are utilized in the classrooms. For more specific curriculum information please visit our school site link at the following site:  
<https://www.cusd.com/sarc.aspx>

## **Opportunity and Equal Educational Access**

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

Teachers regularly monitor students progress through assessments, observation and by analyzing work samples. This information is used by teachers to prepare an individualized plan for all students achieving below grade level expectations which then aides in the placement of intervention or acceleration--based on student needs.

Students in need of additional intervention resulting from academic, emotional or behavioral difficulties may be referred to SST where their needs are assessed, and they are linked with necessary intervention. Students struggling with attendance concerns may be referred to SARB, one-to-one counseling and student support groups based on specific needs with the school psychologist. When necessary, students may be referred to Fresno County Mental Health Services. CUSD also offers a comprehensive summer school or extended year program designed to meet the specific needs of students K-12. A variety of extended year programs are offered for students at risk of retention, performing below proficiency and in need of credit for graduation.

Evidence-based educational practices to raise student achievement

Teachers and administration work together to continually provide first time best instruction and delivery. Training, collaboration, walk-throughs, and consistent feedback all provide research-based practices to raise student achievement. Professional learning communities (PLC's) review data, modify instruction, and provide intervention on a continuing basis so that students meet the standards. Goals and resources within the SPSA have been written to address inequities found within our suspension and chronic absenteeism rates.

## Parental Engagement

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

Our site offers a variety of school and community resources to assist and support our families including:

- \*Parent communication through weekly newsletters
- \*Updated School Website
- \*Social Media Posts
- \*Referrals to outside resources as needed and based on needs

Additionally, we hold regular parent events and meetings to keep our families informed. These include:

- \*IDAC
- \*SART
- \*ELAC
- \*SSC
- \*Back to School Night
- \*Open House

Our site also offers social emotional supports in collaboration with our school psychologists and area transition teams in order to ensure students are available for learning. These supports include CSI groups, transition supports, All 4 Youth, CYS referrals, and small group interventions.

The district also provides parent opportunities through the district parent academies which are offered six times throughout the school year and cover a variety of topics that were requested by families from within the school district.

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)

Members of the School Site Council (SSC) - composed of principal, certificated teachers, classified staff, and parents - work together to develop, review, and evaluate school improvement programs and school budgets. The SSC meets quarterly throughout the school year.

## Funding

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

Categorical funds allow our site to provide supplemental services to enable under-performing students to meet grade-level standards. Our categorical funds are used for the following but is not limited to: bilingual instructional aides to support our ELD students, push-in teachers, supplemental instructional supplies, copies and equipment, technology equipment and supplies, and professional development for classroom teachers. Federal and state laws require the COE to monitor the implementation of categorical programs operated by local educational agencies (LEAs) or district. Districts are responsible for creating and maintaining programs that meet requirements.

## Fiscal support (EPC)

In addition to categorical funds, our school receives funding through the Local Control Funding Formula (LCFF). The LCFF allows for sites to purchase additional items and provide additional supports for students with greater flexibility and allows us to address the priorities listed within our district Local Control Accountability Plan (LCAP). LCFF funds will be used to help achieve the goals of the LEA and district while maintaining transparency and accountability in relation to how funds will be spent to provide high-quality and equitable educational programs for all students.

Additionally, our site receives monies through the district general fund. These funds are utilized to provide basic needs for students (ex. curriculum) and to purchase other items that support our district goal of supporting students in mind, body, and spirit.

## Educational Partner 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

Both our SSC and our ELAC play a critical role in the creation and revisions of our SPSA. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports, etc. At our most recent SSC and ELAC meetings, our SPSA monitoring tool was reviewed with our committees to allow them to see where we were with last year's goals, where we see continued gaps, and where we have identified wins in achievements. The two committees then discussed next steps and needed changes as well as made recommendations to site administration for the new SPSA.

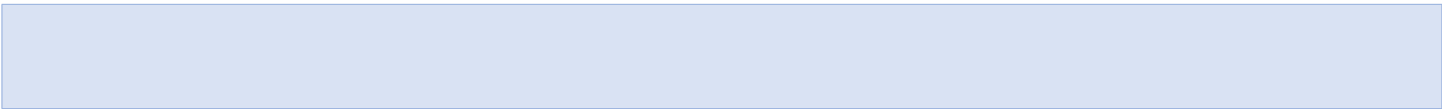
The following recommendations were made: to continue implementation of goals to address increasing student achievement. Continue maximizing categorical funding to meet the needs of all students, including those in subgroups.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on a review of quantitative data along with parent feedback and educational partner input, we found a resource inequity within our program in the area of chronic absences in our Asian subgroup, EL, and 2 or more races subgroups. Our analysis illustrated for us that our parents, specifically from our 3 subgroups affected, need support around attendance including but not limited to: training on the importance of attending school, getting past barriers that are keeping their students home, and help in getting their students to school on time. We will address this inequity through parent training, increased communication regarding attendance in a variety of languages, meetings, and through support of our attendance officer.

Based on a review of quantitative data along with parent and educational partner input, and student interviews, we found a resource inequity exists within our program in the area of suspension rates within our EL and 2 or more races subgroup. Our needs assessment and data analysis revealed that those subgroups are suspended more often than other subgroups and to address this inequity, our site focus on Tier 1 Positive Behavior Supports (e.g., Positivity Project schoolwide), alternatives to suspension, and other research-based practices that will allow us to close the suspension gap.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	%	0.52%	1	0	3
African American	2.3%	2.43%	2.25%	13	14	13
Asian	9.3%	7.48%	7.94%	53	43	46
Filipino	2.6%	3.13%	1.9%	15	18	11
Hispanic/Latino	44.0%	42.26%	42.49%	252	243	246
Pacific Islander	0.7%	0.52%	0.35%	4	3	2
White	35.8%	37.39%	36.96%	205	215	214
Multiple/No Response	5.2%	6.09%	5.7%	30	35	33
Total Enrollment				573	575	579

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	85	79	77
Grade 1	90	91	76
Grade 2	74	85	96
Grade3	79	74	94
Grade 4	81	78	81
Grade 5	79	80	73
Grade 6	85	88	82
Total Enrollment	573	575	579

### Conclusions based on this data:

1. Fort Washington is remaining very consistent in enrollment numbers over the last 2 years.
2. Our 2nd grade cohort of students grew the most in the last 2 years.
3. While numbers are remaining very similar, there is still a decline in enrollment versus years past.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	28	28	36	4.9%	4.9%	6.2%
Fluent English Proficient (FEP)	27	22	17	4.7%	3.8%	2.9%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. Our English Learner population has remained very similar in numbers throughout the last 3 years at Fort Washington.
2. The percent of students initially assessed as FEP has shown a slight decrease in the past year.
3. The reclassification criteria has limited the amount of reclassification opportunities.

# 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			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	80	75		0	75		0	75		0.0	100.0	
Grade 4	82	74		0	73		0	73		0.0	98.6	
Grade 5	82	77		0	77		0	77		0.0	100.0	
Grade 6	84	86		0	86		0	86		0.0	100.0	
All Grades	328	312		0	311		0	311		0.0	99.7	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2465.			41.33			28.00			17.33			13.33	
Grade 4		2500.			38.36			31.51			16.44			13.70	
Grade 5		2539.			35.06			29.87			19.48			15.58	
Grade 6		2571.			31.40			33.72			23.26			11.63	
All Grades	N/A	N/A	N/A		36.33			30.87			19.29			13.50	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		26.67			68.00			5.33	
Grade 4		35.62			50.68			13.70	
Grade 5		24.68			67.53			7.79	
Grade 6		34.88			44.19			20.93	
All Grades		30.55			57.23			12.22	

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.67			57.33			12.00	
Grade 4		13.70			73.97			12.33	
Grade 5		33.77			54.55			11.69	
Grade 6		26.74			66.28			6.98	
All Grades		26.37			63.02			10.61	

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.33			73.33			9.33	
Grade 4		20.55			75.34			4.11	
Grade 5		14.29			75.32			10.39	
Grade 6		22.09			69.77			8.14	
All Grades		18.65			73.31			8.04	

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.00			60.00			12.00	
Grade 4		21.92			69.86			8.22	
Grade 5		27.27			63.64			9.09	
Grade 6		30.23			61.63			8.14	
All Grades		27.01			63.67			9.32	

**Conclusions based on this data:**

1. Fort Washington increased our number of students tested, with an almost perfect 99.7%
2. Last year was a new baseline year as we don't have scores from the previous COVID year.
3. Overall, 68% of students met or exceeded standards on the CAASPP assessment last year.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	80	75		0	75		0	75		0.0	100.0	
Grade 4	82	74		0	72		0	72		0.0	97.3	
Grade 5	82	77		0	77		0	77		0.0	100.0	
Grade 6	84	86		0	85		0	85		0.0	98.8	
All Grades	328	312		0	309		0	309		0.0	99.0	

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2482.			36.00			32.00			24.00			8.00	
Grade 4		2512.			30.56			37.50			19.44			12.50	
Grade 5		2504.			20.78			16.88			37.66			24.68	
Grade 6		2546.			30.59			14.12			31.76			23.53	
All Grades	N/A	N/A	N/A		29.45			24.60			28.48			17.48	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		46.67			46.67			6.67	
Grade 4		45.83			44.44			9.72	
Grade 5		20.78			54.55			24.68	
Grade 6		23.53			56.47			20.00	
All Grades		33.66			50.81			15.53	

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		42.67			48.00			9.33	
Grade 4		26.39			58.33			15.28	
Grade 5		18.18			54.55			27.27	
Grade 6		21.18			57.65			21.18	
All Grades		26.86			54.69			18.45	

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		46.67			50.67			2.67	
Grade 4		34.72			54.17			11.11	
Grade 5		15.58			62.34			22.08	
Grade 6		21.18			60.00			18.82	
All Grades		29.13			56.96			13.92	

**Conclusions based on this data:**

1. 55% met or exceeded standards on the CAASPP assessment this past Spring (2021-22).
2. 99% of students in grades 3-6 were tested.
3. Last year was a new baseline year as we don't have scores from the previous COVID year.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade K	*	*	*	*	*	*	7	4
Grade 1	*	*	*	*	*	*	5	4
Grade 2	*	*	*	*	*	*	4	8
Grade 3	*	*	*	*	*	*	5	6
Grade 4	*	*	*	*	*	*	*	5
Grade 5	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	5	*
All Grades							31	30

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	32.26	13.33	48.39	66.67	19.35	20.00	0.00	0.00	31	30

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	41.94	33.33	48.39	50.00	6.45	16.67	3.23	0.00	31	30

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	35.48	3.33	29.03	50.00	35.48	43.33	0.00	3.33	31	30

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	32.26	33.33	64.52	63.33	3.23	3.33	31	30

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	48.39	53.33	48.39	43.33	3.23	3.33	31	30

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	35.48	16.67	58.06	76.67	6.45	6.67	31	30

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
<b>K</b>	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*
<b>All Grades</b>	42.86	17.86	57.14	75.00	0.00	7.14	14	28

**Conclusions based on this data:**

1. EL targeted instruction is needed to close the gap we are seeing in our EL students' ELA development.
2. Fort Washington would like to see at least a 5% increase in our EL students' CAASPP scores.
3. If more students are increasing their CAASPP scores, this would increase the likelihood of them meeting the criteria to be reclassified out of the EL program.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
575	42.6	4.9	0.7
Total Number of Students enrolled in Fort Washington Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	28	4.9
Foster Youth	4	0.7
Socioeconomically Disadvantaged	245	42.6
Students with Disabilities	46	8.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	2.4
American Indian		
Asian	43	7.5
Filipino	18	3.1
Hispanic	243	42.3
Two or More Races	35	6.1
Pacific Islander	3	0.5
White	215	37.4

### Conclusions based on this data:

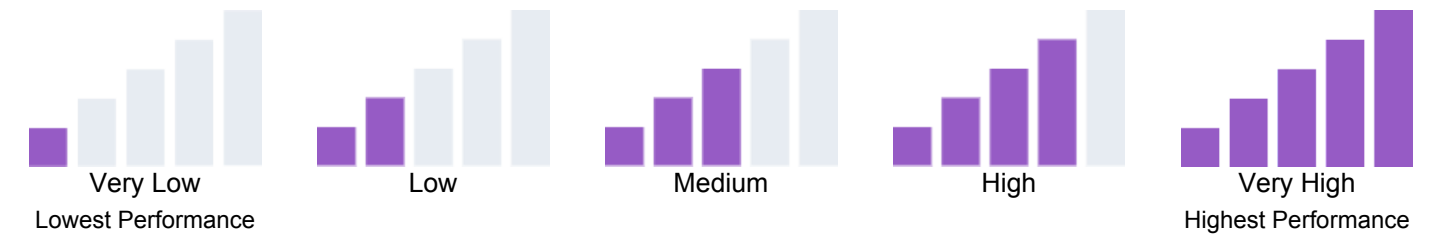
1. Our SED population continues to increase every year, with us now being at 42.6%.
2. Our students with disabilities population also increases every year.
3. Our EL population remains similar to previous years.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>High</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>High</div>
<div>Mathematics</div> <div>High</div>		
<div>English Learner Progress</div> <div>No Performance Level</div>		

#### Conclusions based on this data:

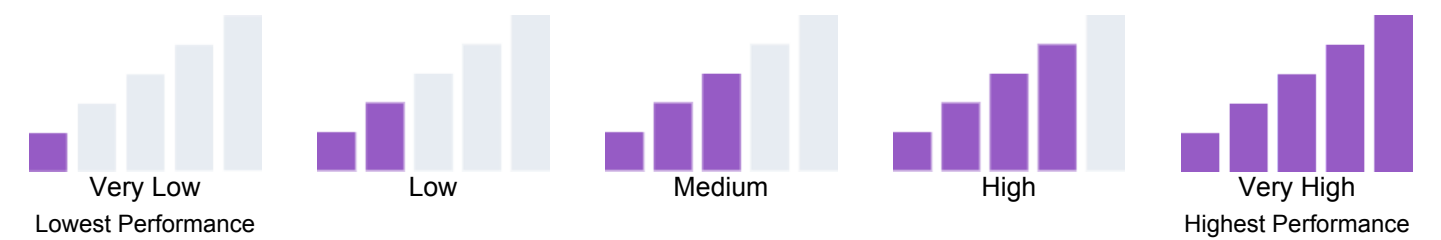
- Our suspension rate has decreased from previous years.
- Students in our special education programs have stabilized behaviors, therefore less suspensions.
- Similar to others, our chronic absenteeism fell in the very high range.

# School and Student Performance Data

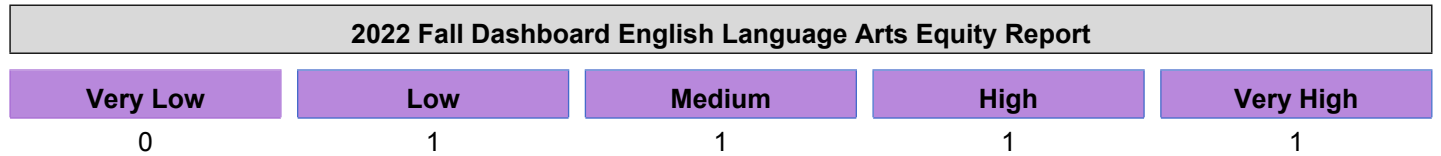
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

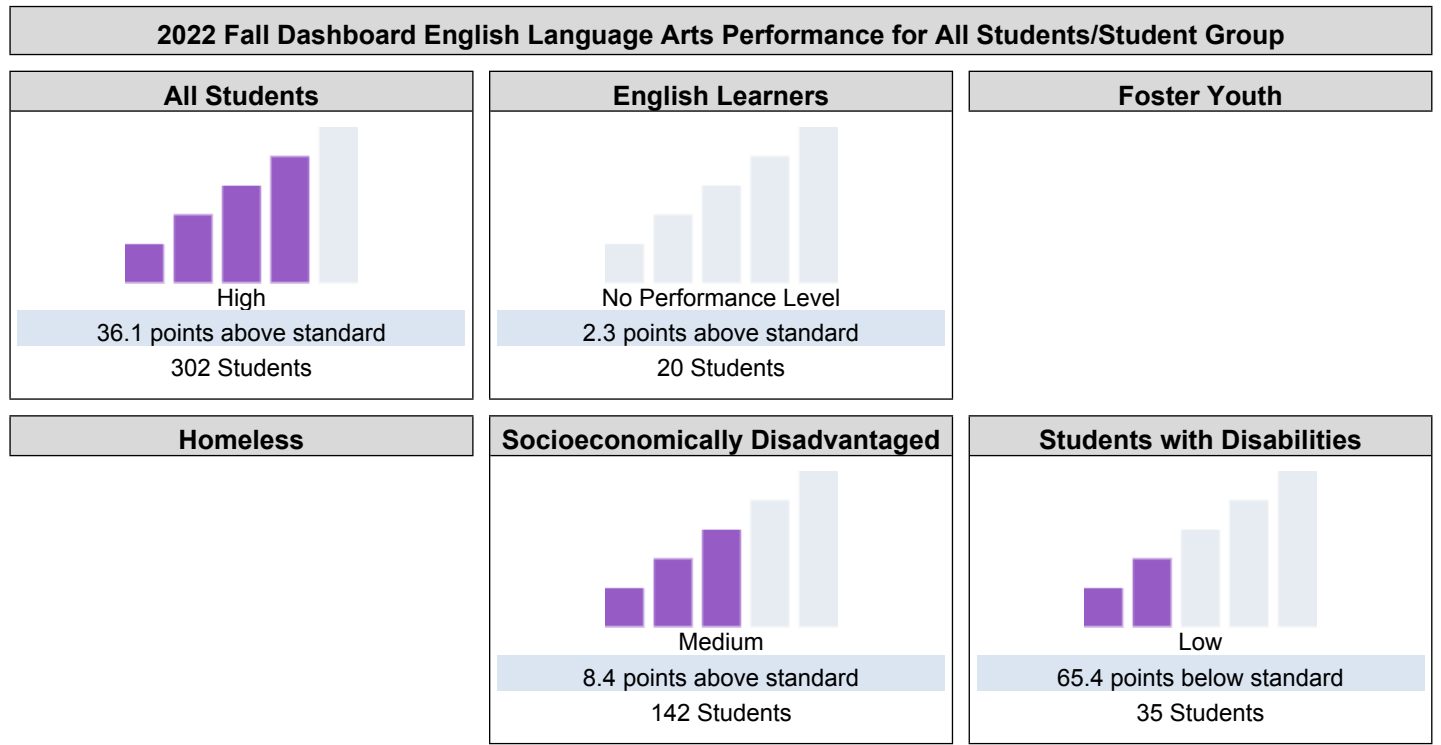
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



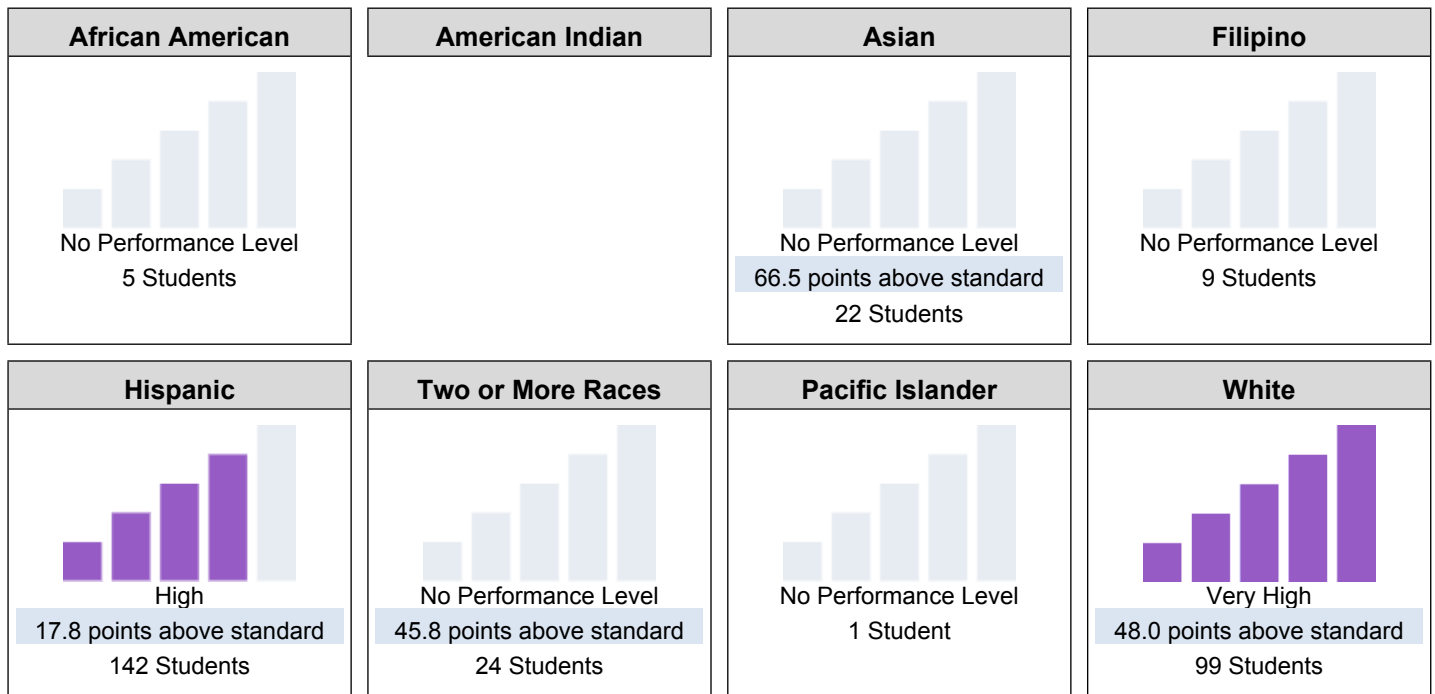
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
37.9 points below standard 12 Students	8 Students	37.4 points above standard 275 Students

#### Conclusions based on this data:

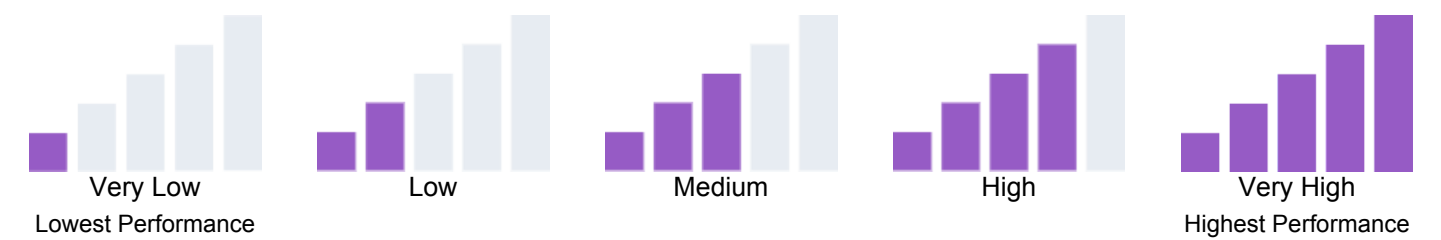
1. All students performed in the high range for last school year.
2. Students with disabilities will continue to need supports in order to increase their ELA proficiency.
3. Our SED population performed 8.4 points above standard which is a positive increase in proficiency.

# School and Student Performance Data

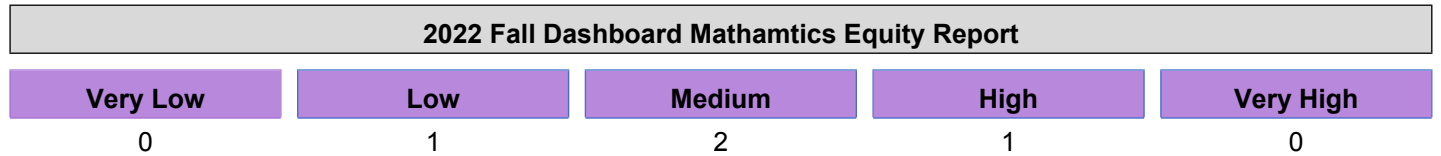
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

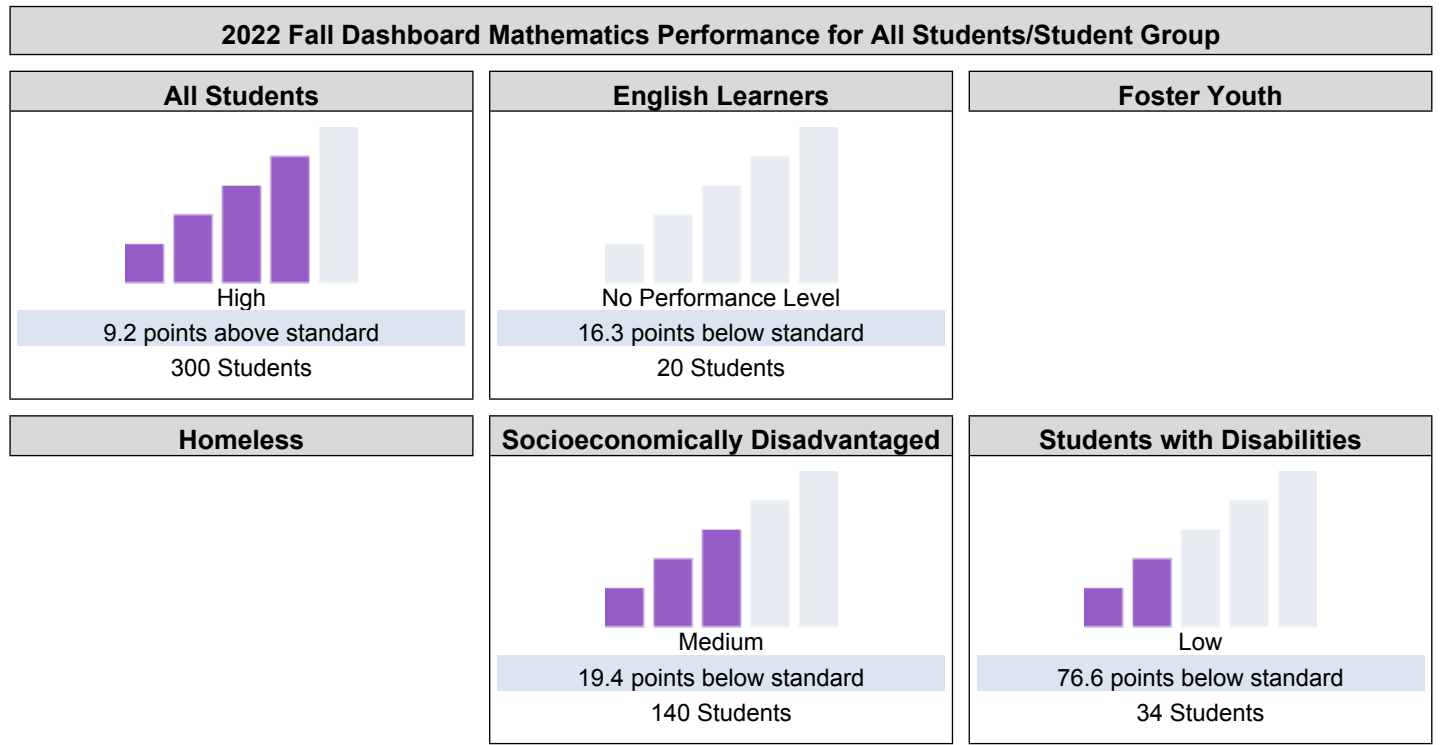
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



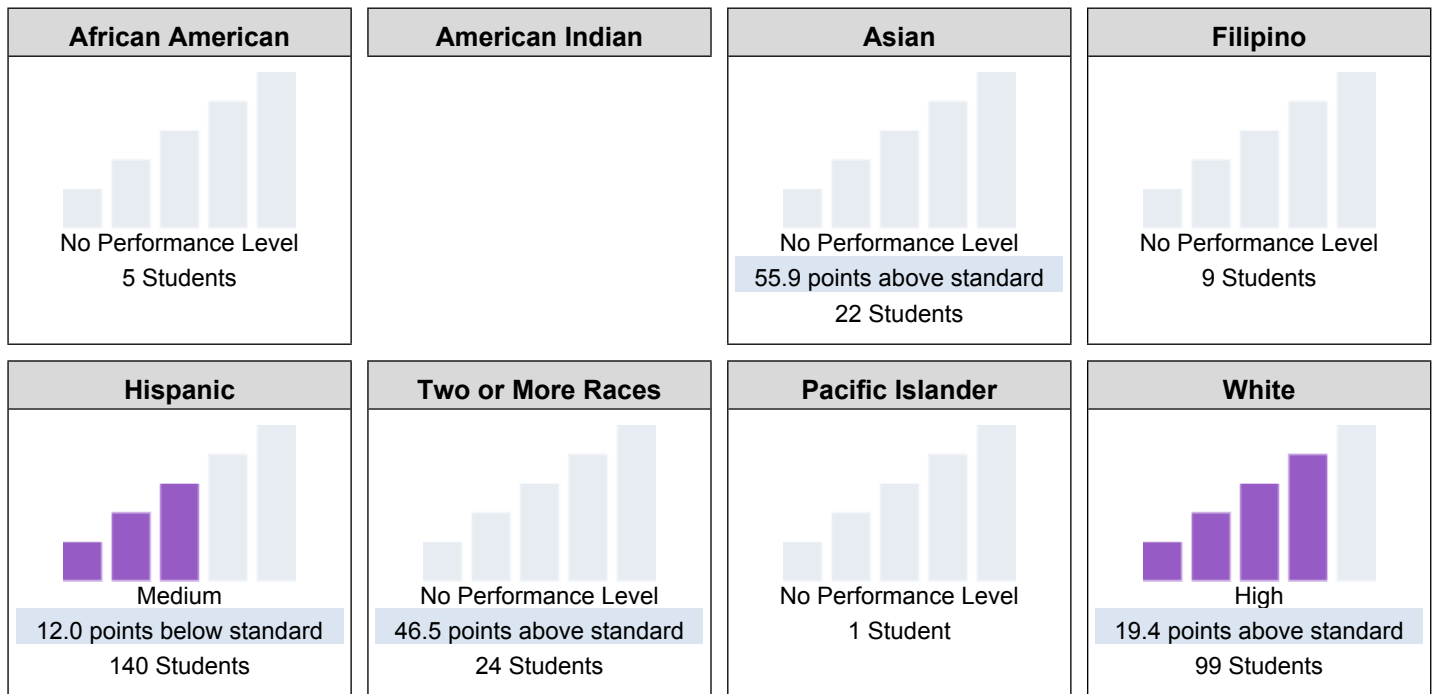
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
28.4 points below standard 12 Students	8 Students	9.0 points above standard 273 Students

#### Conclusions based on this data:

1. All students performed in the high range for last school year.
2. English Learners scores dropped in math last school year.
3. Students with disabilities were in the low range, lower than ELA.

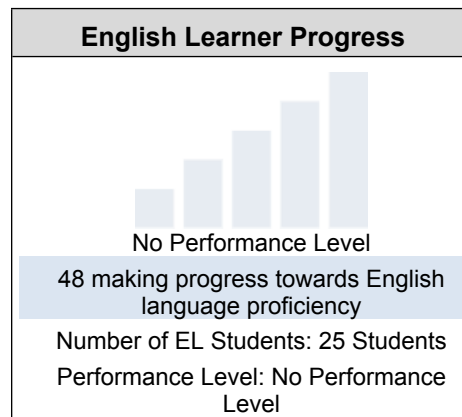
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.0%	28.0%	8.0%	40.0%

#### Conclusions based on this data:

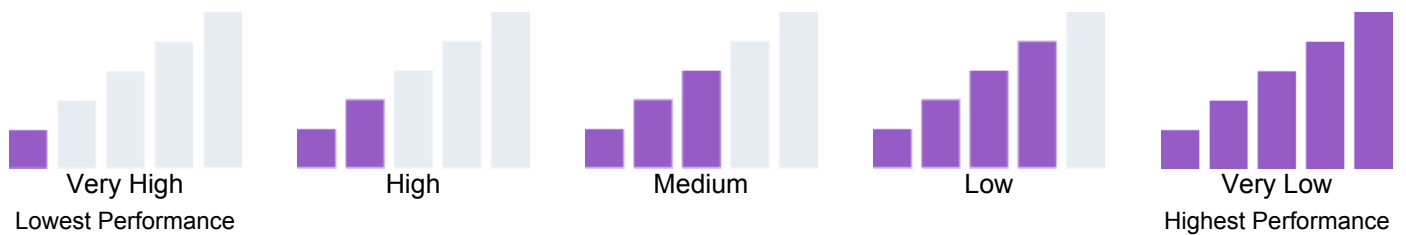
1. 10 EL students progressed this past school year.
2. 48% are making progress towards ELA proficiency.
3. Due to having less than 30 EL students, we have no status indicator for this year.

# School and Student Performance Data

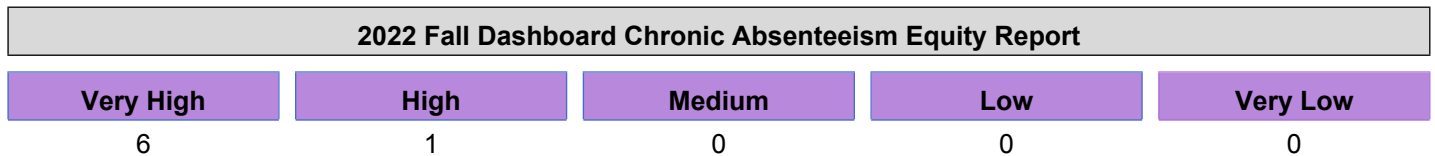
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

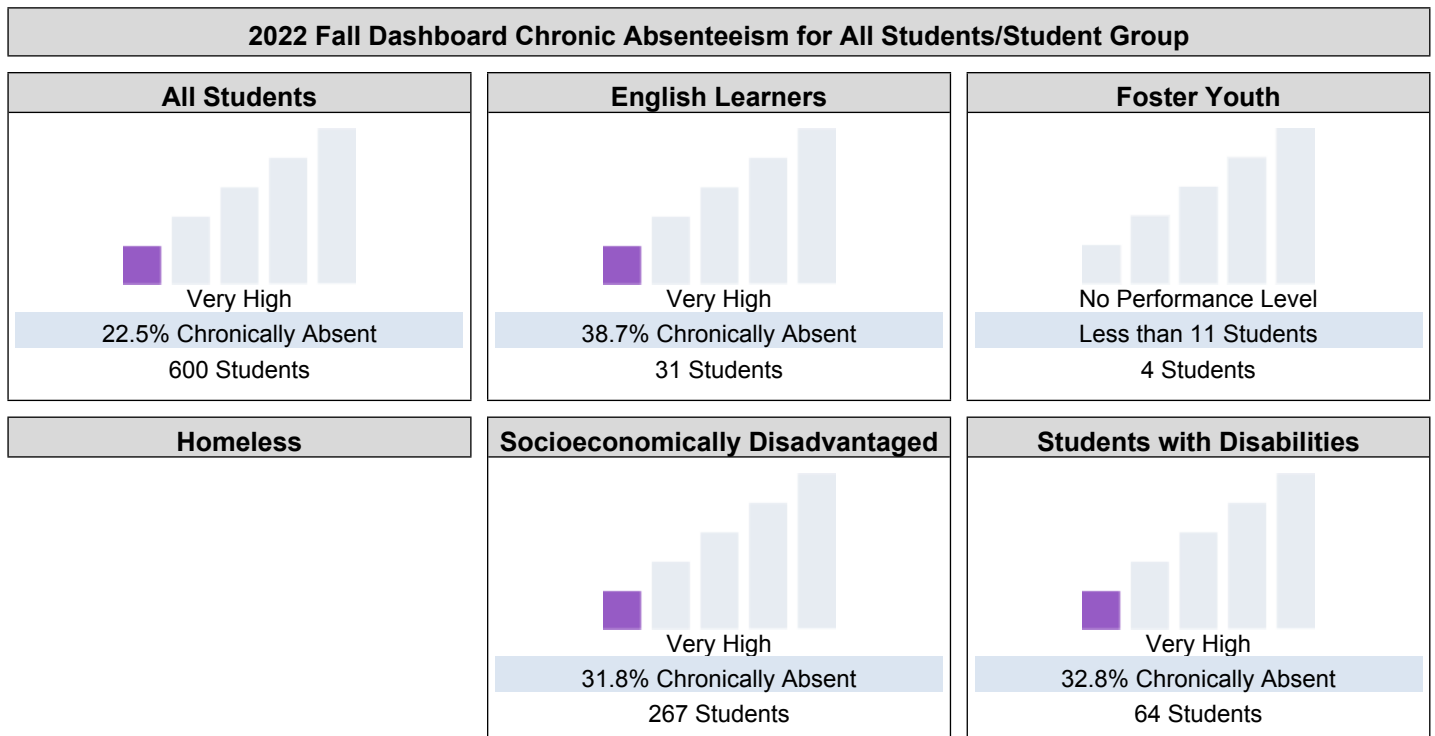
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



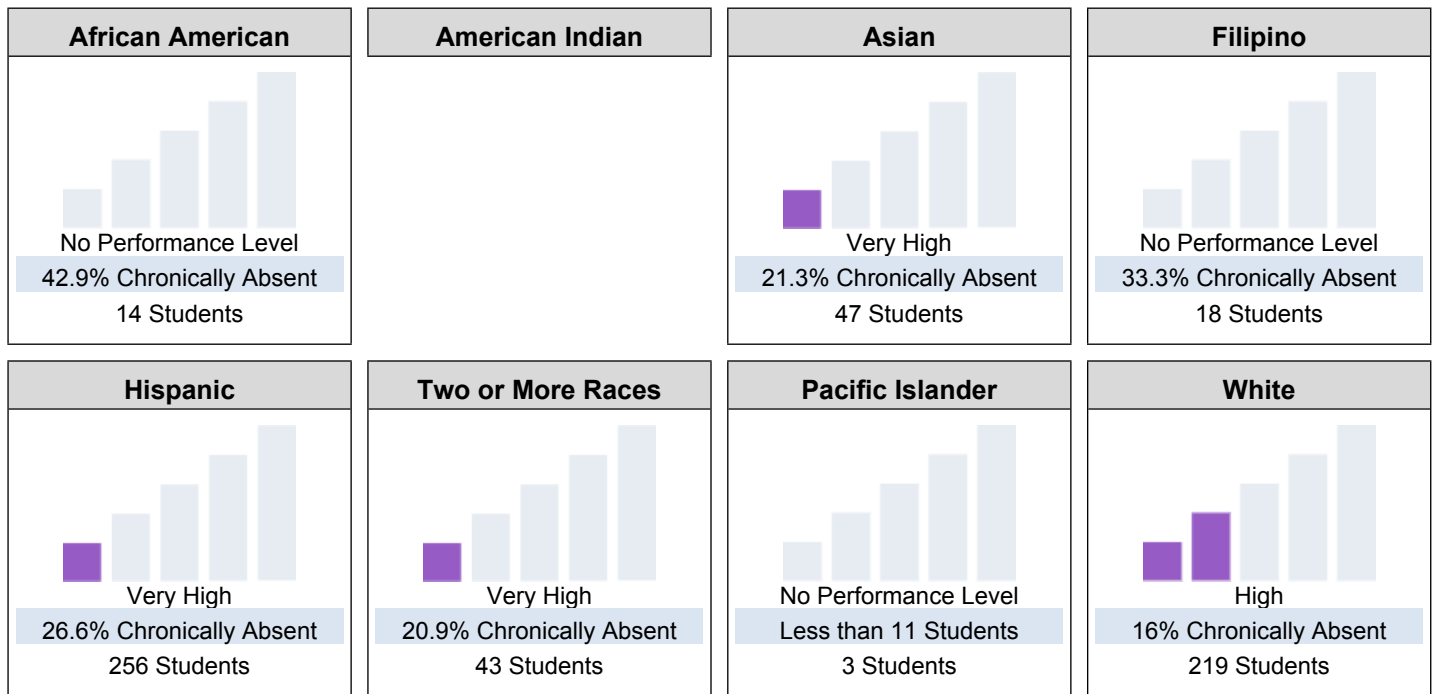
This section provides number of student groups in each level.



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.



## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

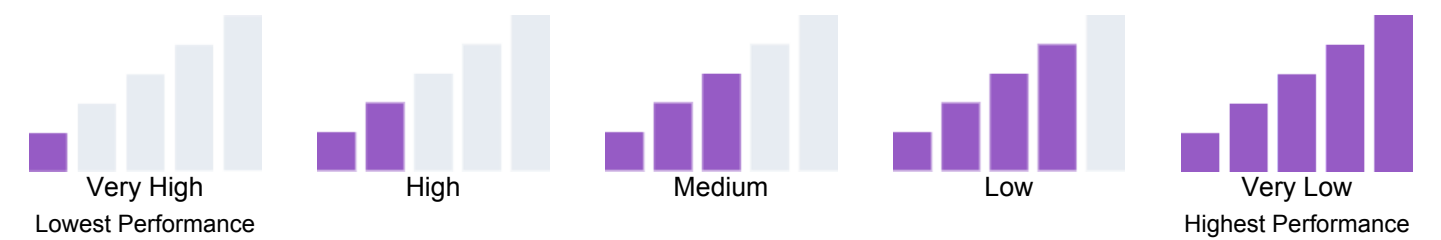
1. Our EL population had the highest absence rate.
2. Our white population had the lowest absence rate.
3. Our SED population was second highest in absence rate.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



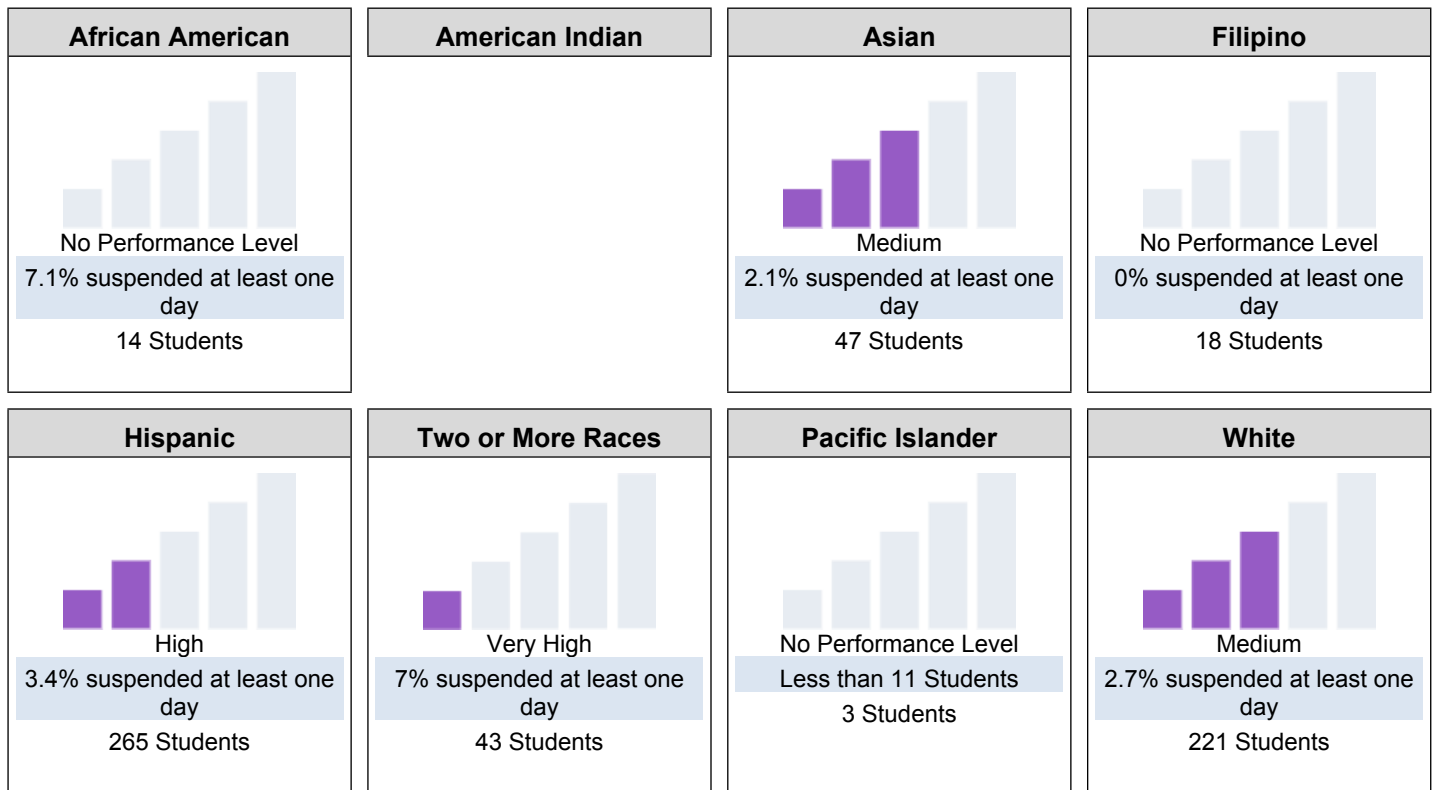
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
3	2	2	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
<p>High</p> <p>3.3% suspended at least one day</p> <p>611 Students</p>	<p>Very High</p> <p>6.5% suspended at least one day</p> <p>31 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>High</p> <p>4.1% suspended at least one day</p> <p>270 Students</p>	<p>Very High</p> <p>7.8% suspended at least one day</p> <p>64 Students</p>

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. Our suspension rates fell in the high range on the status indicator with 3.3% suspended at least one day.
2. Our students with disabilities had the highest suspension rate for last year.
3. Our asian population had the lowest suspension rate.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

ELA

## LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

## Goal 1

Increase overall proficiency in ELA by 5%.

Fort Washington Elementary School's SPSA goal in ELA addresses the Eight State Priorities: Credentials/Materials/Facilities, Student Engagement Student Outcomes, School Climate, Adopt Standards, Course of Study, Parent Involvement, and Student Achievement.

## Identified Need

### STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students from Kindergarten to 6th grade will participate in this goal.

**PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS** The staff at Fort Washington Elementary School believes that all students can and will make gains each academic year. We expect to see measurable growth and thus meeting standards from all students including the following sub-groups: English Language Learners, Socio-Economically Disadvantaged Students, and Special Education Students proficiency in English Language Arts by June 2022.

### MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Ongoing progress toward goal objectives will be measured by: 1. Bi-Annual district iCAL ELA assessments 2. Benchmark Advanced (grades K-5) and Collections, ELD assessments for EL students 3. Units of Instruction Pre- and Post Assessments 4. Units of Instruction Performance Tasks 5. Teacher-made tests 6. Annual ELPAC scores for EL students 7. Accelerated Reader assessments 8. K-1 Assessment/DRA2 9. CLASS! I, II, & III 10. Reclassification Rates 11. Illuminate Reports 12. Attendance Rates, Discipline and Suspension Rates 13. iReady Reading Diagnostics

### GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress toward goal objective will be measured by:

1. Bi-Annual iCAL assessments
2. Benchmark Advanced (grades K-5) and Collections by Houghton Mifflin Harcourt (grade 6) ELD assessments for EL students
3. Units of Instruction Pre- and Post Assessments
4. Units of Instruction Performance Tasks
5. Teacher-made tests
6. Annual ELPAC scores for EL students
7. Accelerated Reader assessments
8. CAASSP ELA Assessment
9. K-1 Assessment/DRA2

10. Illuminate Data
11. School PGLE
12. Teacher TGLE
13. Attendance Rates, Discipline and Suspension Rates

#### Strategies

Benchmark Advanced, iReady, Collections Curriculum

Targeted intervention has proven to increase proficiency. Instruction based on student needs can be best addressed in small groups. Students identified with specific sub-skill weaknesses will be provided direct, targeted, ongoing instruction to meet their specific needs. Students will be monitored on a regular basis by classroom teachers, push-in teachers, extended-day intervention teachers, and site administration.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/ ELA students that have met achievement standard	Kinder DRA-62% 1st DRA-65% K-2 Local Assessments-70% 3-6 SBAC-68%	An increase of 5% in all grade levels.

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

##### Actions

##### Response to Intervention

Tasks Our EL students, Socio-Economically Disadvantaged students, Special Education students and students performing below grade level work closely with their classroom teacher during the school day in Response to Intervention (RTI) program that includes push in support, pull out support and deployment focusing on English Language Arts instruction.

Classroom teachers will utilize and refine aligned, shared standards-based curriculum maps that focus on essential standards. Certificated Push-In teachers will work collaboratively with classroom teachers to support the needed strategic, focused instruction in deficit skill areas for targeted students working in small groups or individualized instruction in the area of English Language Arts.

Clovis West Area Teacher on Special Assignment (TOSA) to support teachers curriculum and access to technology in the classroom.

##### Measures

- Student Achievement and Progress (Semester and Quarterly)
- Units of Instruction Pre- and Post Assessments

- Units of Instruction Performance Tasks
- CLASSI I, II, & III (Quarter IV)
- CAASSP Sub-group Data (Fall & Spring)
- ELPAC (Monthly & Semester)
- Reclassification Rates (Year Round)
- Student Attendance Rates, Discipline, Suspension Rates (Monthly)
- Employment Requisitions (Quarter I) - Employee attendance (Quarterly)
- Annual Evaluations (Semester I)

### 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)
11593.73	LCAP Intervention  These funds will be used to support both goals and the staff needed to implement the goals
7483.00	LCAP Supplemental  These funds will be used to support both goals and the supplemental materials necessary to reach student success

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

We have implemented an MTSS system to include additional intervention opportunities during and before the school day. Teachers met with site admin to discuss TGLE's (Teacher Grade Level Expectations) and developed plans for at-risk students. Teachers continue to monitor student progress in weekly PLC meetings.

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

No major differences- budgeted funds were intended for intervention and student success.

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.

This goal was modified and created to be more attainable given the current baseline reality of our student performance.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Math

## LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students  
The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

## Goal 2

Increase overall proficiency in Math by 5%.

Fort Washington Elementary School's SPSA goal in Math addresses the Eight State Priorities: Credentials/Materials/Facilities, Student Engagement Student Outcomes, School Climate, Adopt Standards, Course of Study, Parent Involvement, and Student Achievement.

## Identified Need

STUDENT GROUPS PARTICIPATING IN THIS GOAL  
All students from Kindergarten to 6th grade will participate in this goal.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS  
The staff at Fort Washington Elementary School believes that all students can and will make gains each academic year. We expect to see measurable growth from the following sub-groups: English Language Learners, Socio-Economically Disadvantaged Students and Special Education Students proficiency in area of mathematics by June 2023.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL  
Ongoing progress toward goal objective will be measured by:

1. Bi-annual district mathematics iCAM assessments
2. Ready Math/iReady assessments
3. Units of Instruction Pre- and Post assessments
4. Teacher-made tests
5. Professional Learning Community common assessments
6. Benchmark tests and Math Facts
7. Attendance Rates, Discipline and Suspension Rates
8. iReady Math Diagnostics

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS  
Ongoing progress toward goal objective will be measured by:

1. Bi-annual iCAM assessments
2. Ready/iReady Math assessments
3. Units of Instruction Pre- and Post assessments
4. Teacher-made tests
5. Professional Learning Community common assessments
6. Benchmark tests and Math Facts
7. Illuminate Data

8. School PGLE
9. Teacher TGLE
10. Attendance Rates, Discipline and Suspension Rates

### Strategies Intervention

Targeted intervention has proven to increase student proficiency. Instruction based on student weaknesses can be best addressed in small groups. Students identified with specific sub-skill weaknesses will be provided direct, targeted, ongoing instruction to meet their specific needs. Students will be monitored on a regular basis by classroom teachers, extended-day lab teachers, and site administration.

Extended-day teachers will provide before school small group intervention for our EL students, Socio-Economically Disadvantaged and Special Education students, focusing on targeted skills-based instruction in mathematics.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/Math students that have met achievement standard	69% (1st grade) 62% (2nd grade) 67% (Kindergarten) 55% (3rd-6th)	An increase of 5% in all grade levels.

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

##### Actions

##### Extended-Day Math Intervention

Tasks Students identified as needing additional mathematics interventions will receive targeted instruction at their level with a push in teacher twice a week utilizing district adopted curriculum.

Extended-day teachers will utilize and refine aligned, shared standards-based curriculum maps that focus on targeted essential standards.

Credentialed Technology Lab teacher will target technology-based lessons focusing on mathematics curriculum.

##### Measures

- Student Achievement and Progress (Semester and Quarterly)
- Units of Instruction Pre- and Post Assessments
- Units of Instruction Performance Tasks - CLASS I, II, & III (Quarter IV)

- CASSPP Sub-group Data (Fall & Spring)
- Student Attendance Rates, Discipline, Suspension Rates (Monthly)
- Employment Requisitions (Quarter I) - Employee attendance (Quarterly)
- Annual Evaluations (Semester I)

### 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)

20000

Source(s)

LCAP Supplemental

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

We have implemented an MTSS system to include additional intervention opportunities during and before the school day. Teachers met with site admin to discuss TGLE's (Teacher Grade Level Expectations) and developed plans for at-risk students. Teachers continue to monitor student progress in weekly PLC meetings.

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

No major differences- budgeted funds were intended for intervention and student success.

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.

This goal was modified and created to be more attainable given the current baseline reality of our student performance.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

EL Students

## LEA/LCAP Goal

Aim 1: Maximizing achievement for all students

## Goal 3

72% (an increase of 5% from last year) of English Learner students will meet or exceed standards in the area of ELA on the California Assessment of Student Performance and Progress (CAASPP) assessment by June 2023

Fort Washington Elementary School's SPSA goal in ELA addresses the Eight State Priorities: Credentials/Materials/Facilities, Student Engagement Student Outcomes, School Climate, Adopt Standards, Course of Study, Parent Involvement, and Student Achievement.

## Identified Need

### STUDENT GROUPS PARTICIPATING IN THIS GOAL

Students identified as English Learners at Fort Washington

**PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS** The staff at Fort Washington Elementary School believes that all students can and will make gains each academic year. We expect to see measurable growth and thus meeting standards from all students including the following sub-groups: English Language Learners, Socio-Economically Disadvantaged Students, and Special Education Students proficiency in English Language Arts by June 2023.

### MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Ongoing progress toward goal objectives will be measured by: 1. Bi-Annual district iCAL ELA assessments 2. Benchmark Advanced (grades K-5) and Collections, ELD assessments for EL students 3. Units of Instruction Pre- and Post Assessments 4. Units of Instruction Performance Tasks 5. Teacher-made tests 6. Annual ELPAC scores for EL students 7. Accelerated Reader assessments 8. K-1 Assessment/DRA2 9. CLASS I, II, & III 10. Reclassification Rates 11. Illuminate Reports 12. Attendance Rates, Discipline and Suspension Rates 13. iReady Reading Diagnostics

### GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress toward goal objective will be measured by:

1. Bi-Annual iCAL assessments
2. Benchmark Advanced (grades K-5) and Collections by Houghton Mifflin Harcourt (grade 6) ELD assessments for EL students
3. Units of Instruction Pre- and Post Assessments
4. Units of Instruction Performance Tasks
5. Teacher-made tests
6. Annual ELPAC scores for EL students
7. Accelerated Reader assessments

8. CAASSP ELA Assessment
9. K-1 Assessment/DRA2
10. Illuminate Data
11. School PGLE
12. Teacher TGLE
13. Attendance Rates, Discipline and Suspension Rates

#### Strategies

Benchmark Advanced, iReady, Collections Curriculum

Targeted intervention has proven to increase proficiency. Instruction based on student needs can be best addressed in small groups. Students identified with specific sub-skill weaknesses will be provided direct, targeted, ongoing instruction to meet their specific needs. Students will be monitored on a regular basis by classroom teachers, push-in teachers, extended-day intervention teachers, and site administration.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/ ELA students that have met achievement standard	67% of our EL students met or exceeded standards on the CAASPP assessment at the end of last school year (2021-22)	Increased proficiency of EL students 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)

EL Students

#### Strategy/Activity

##### Actions

ELD Instruction

##### Tasks

Classroom teachers and ELD pull-out teacher will work, individually or in a small group, with our EL students, focusing on English language arts instruction using Benchmark Advanced curriculum to target ELD instruction.

##### Measures

- Student Achievement and Progress (Semester and Quarterly)
- Units of Instruction Pre-and Post Assessments
- Units of Instruction Performance Tasks
- CLASSI I, II, & III (Quarter IV) - CAASSP Sub-group Data (Fall & Spring)
- ELPAC results
- Reclassification Rates (Quarter I and II)
- Student Attendance Rates, Discipline, Suspension Rates (Monthly)
- Employment Requisitions (Quarter I)

- Employee attendance (Quarterly)
- Annual Evaluations (Semester I)

#### Intervention

Targeted intervention discussions and analyzing of data within the Professional Learning Communities has proven to increase proficiency and close the achievement gap. Instruction based on student deficits can be best addressed in small groups. Students identified with specific sub-skill deficits will be provided direct, targeted, ongoing instruction to meet their specific areas of need. Students will be monitored on a regular basis by classroom teachers and site administration.

#### 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)

4068.18

Source(s)

Title III English Learner

## Annual Review

#### SPSA Year Reviewed: 2022-23

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.

Our EL teacher has been able to still meet with students during testing months, previously this was not the case. Thus, she is providing intervention support without interruption due to testing.

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Chronic Absenteeism

## LEA/LCAP Goal

Maximize Achievement for All Students

## Goal 4

Decrease the number of students who are chronically absent across our campus, including in our Asian, EL, and two or more races subgroups by 5%

## Identified Need

Due to COVID 19 and the mandated quarantines that were put into place by the state, a large number of students fell into the chronic absentee rates across the district and state. At our site, our Asian, EL, and two or more races subgroups had a high percentage of students who were considered chronically absent.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Data Dashboard Chronic Absentee Rates	In 21-22, 22.5% of our students were considered chronically absent.	In 23-24, we expect there to be a decline of the overall number of students who are chronically absent by 5%.
California Data Dashboard Chronic Absentee Rates	In 21-22, 21.3% of our Asian subgroup were considered chronically absent.	In 23-24, we expect there to be a decline of the overall number of our Asian subgroup of students who are chronically absent by 5%.
California Data Dashboard Chronic Absentee Rates	In 21-22, 38.7% of our EL subgroup were considered chronically absent.	In 23-24, we expect there to be a decline of the overall number of our EL subgroup of students who are chronically absent by 5%.
California Data Dashboard Chronic Absentee Rates	In 21-22, 20.9% of our 2 or more races subgroup were considered chronically absent.	In 23-24, we expect there to be a decline of the overall number of our 2 or more races subgroup of students who are chronically absent 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 including our Asian, EL, and 2 or more races subgroups

### Strategy/Activity

Site Administration will be provided with PD around foundational research-based practices to prevent absenteeism for all 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 including our Asian, EL, and 2 or more races subgroups

### Strategy/Activity

Increase communication and awareness to families, including translation of attendance concerns translated in home language.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2022-23

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.

This is a new goal for the 23-24 school year.

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Suspensions

## LEA/LCAP Goal

Maximize Achievement for All Students

## Goal 5

Decrease the number of students who are suspended across our campus, including in our EL and 2 or races subgroups by 3%.

## Identified Need

In looking at our overall student suspension data versus our subgroup data, it is evident that our EL and 2 or more races subgroups represents a higher percentage of suspensions than other subgroups.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Data Dashboard Suspension Rates	In 21-22, 6.5% of our EL subgroup were suspended for at least one day.	In 23-24, we expect there to be a decline of students in our EL subgroup who are suspended for one or more days by 3%.
California Data Dashboard Suspension Rates	In 21-22, 7% of our 2 or more races subgroup were suspended for at least one day.	In 23-24, we expect there to be a decline of students in our 2 or more races subgroup who are suspended for one or more days by 3%.

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 including our EL and 2 or more races subgroups.

### Strategy/Activity

Site administrators will be provided with PD around alternatives to suspension that they can utilize at their sites and with staff.

## 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 including our EL and 2 or more races subgroups.

**Strategy/Activity**

We will continue SEL supports within the classroom (e.g., Positivity Project daily lessons, morning meetings, morning greetings) in order to build relationships between staff and students, thus resulting in a decrease in suspensions.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Annual Review**

**SPSA Year Reviewed: 2022-23**

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.

This is a new goal for the 23-24 school year.

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

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.

# 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	\$4,068.18
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$43,144.91

## 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 (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
LCAP Intervention	\$11,593.73
LCAP Supplemental	\$27,483.00
Title III English Learner	\$4,068.18

Subtotal of state or local funds included for this school: \$43,144.91

Total of federal, state, and/or local funds for this school: \$43,144.91

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	\$27,483.00	0.00
LCAP Intervention	\$11,593.73	0.00
Title III English Learner	\$4,068.18	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCAP Intervention	11,593.73
LCAP Supplemental	27,483.00
Title III English Learner	4,068.18

## Expenditures by Budget Reference

Budget Reference	Amount
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## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP Intervention	11,593.73
	LCAP Supplemental	27,483.00
	Title III English Learner	4,068.18

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	19,076.73
Goal 2	20,000.00
Goal 3	4,068.18

# School Site Council Membership

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

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

Name of Members	Role
Karen Gonzales	Classroom Teacher
Merrilee Montgomery	Classroom Teacher
Shannon Alcorn	Classroom Teacher
Tara Placencia	Parent or Community Member
Melanie Hashimoto	Principal
Pelita Bradford	Parent or Community Member
Jennifer Tully	Parent or Community Member
Kristi Bigelow	Parent or Community Member
Leslie Deese	Parent or Community Member
Lauren Nijskens	Other School Staff

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**

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 5/16/23.

Attested:



Principal, Melanie Hashimoto on 5/16/23
SSC Chairperson, Leslie Deese on 5/16/23