

School Plan for Student Achievement Fort Washington Elementary



7/1/24-6/30/25

Contact:

MELANIE HASHIMOTO, Principal

(559) 327-6600

MelanieHashimoto@cusd.com

Our parent involvement policy can
be found here:

[Click Here](#)

School Year:

2024-25



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fort Washington Elementary School	10-62117-6005862	May 14, 2024	June 12, 2024

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
District Goals and Plan Overview	3
Plan Description.....	3
Educational Partner Involvement.....	3
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	4
Goals, Strategies, & Proposed Expenditures.....	5
Goal 1.....	5
Goal 2.....	9
Budget Summary	12
Budget Summary	12
Funds Budgeted to the School by Funding Source.....	12
Other Federal, State, and Local Funds	12
School Site Council Membership.....	14
Recommendations and Assurances	15

District Goals and Plan Overview

The purpose of the School Plan for Student Achievement (SPSA) 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.

Our district AIMS as well as our district's CLASSI goals are woven throughout our plan to meet the high expectations our district holds for our school sites, staff, students, and community.

District AIMS:

AIM I: Maximize Achievement for ALL Students

AIM II: Operate with Increasing Efficiency and Effectiveness

AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce

Plan Description

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

Within our SPSA we have created a plan that focuses on student achievement. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around our academic and social emotional areas of ELA, Math, and suspension rates for the following subgroups: all students, with a particular emphasis on our white population in the area of suspension and SWD students in the area of ELA.

Educational Partner Involvement

How, when, and with whom did Fort Washington Elementary 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

Our educational partners, including but not limited to our SSC, ELAC, and staff, play a huge role in the creation, monitoring, and revisions of our School Plan for Student Achievement. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports for students and families, and more. 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. Our committees then discussed possible next steps and needed changes as well as made recommendations to site administration for our SPSA.

The following recommendations were made: continue to provide intervention supports in ELA and mathematics, continue schoolwide implementation of social emotional curriculum and positivity project, and continue communication with families to increase our attendance rate.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Fort Washington has no overall indicators in red for all students.

Fort Washington has orange as an overall indicator for all students in the area of suspension rates.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The following subgroups have two or more indicators below the all student performance level in the following areas:

*Students with Disabilities in English Language Arts and Mathematics

Additionally, the following indicators are red on our dashboard for the following subgroups:

*Suspension Rates: white population

*English Language Arts: SWD

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Local indicators and educational partner feedback also indicate that we have needs in the following areas:

*iReady progress

*iCal progress

Goals, Strategies, & Proposed Expenditures

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

Goal 1

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
ELA Overall Met / Exceeded		Math Overall Met / Exceeded	
2022-2023	25.9 points above standard	2022-2023	8.9 points above standard
2021-2022	36.1 points above standard	2021-2022	9.2 points above standard
2018-2019	40.8 points above standard	2018-2019	15.8 points above standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	83.6 points below standard	SWD	89 points below standard
EL	1.1 points above standard	EL	7.8 points below standard
SED	0.7 points above standard	SED	23.2 points below standard
Hispanic	14.4 points above standard	Hispanic	11.5 points below standard
Asian	92.4 points above standard	Asian	67.6 points above standard
AA		AA	
Two or More Races	5.8 points above standard	Two or More Races	3.6 points below standard

Annual Review
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
We have implemented an MTSS system to include additional intervention opportunities during 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.
Identified Need(s)
As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.
Based on our data analysis and needs assessment, we need to: *Refine our instructional practices around writing in grades K-6 for all students with special considerations for our SWD subgroup

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
Increase academic achievement in ELA and Math state and local assessment scores by 3%	G1 A1: Utilization of AVID WICOR strategies across content areas to support all student groups with an emphasis on our SWD subgroup Strategies may include: <ul style="list-style-type: none"> • PD • sub release time for PD • supplemental materials to support AVID strategies 	1. Evidence of implementation of WICOR strategies across content areas 2. CFA assessment results including diagnostics 3. State and Local EOY assessment results	1. 20% of teachers using across content areas 2. Math iready- 46% ELA iready- 62% 3. ELA- 59%, Math- 54% meeting standard	100% of teachers using across content areas 3% increase in overall and in subgroup data for both iready and SBAC
	G1 A2: Modify our MTSS model and increase intervention supports available for our lowest performing students Strategies may include: <ul style="list-style-type: none"> • intervention staffing • supplemental materials • PD around MTSS/intervention 	1. Pre and post assessment data from intervention 2. Attendance interventions for students with a high absence rate 3. Iready Diagnostics in reading and math	Baseline data in all 3 areas will be collected in the fall for each individual student	1. Increase between pre and post assessment data 2. Students with attendance concerns will be involved in the SARB process 3. iready diagnostic data will increase throughout the year in the area

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
	<p data-bbox="520 347 1001 480"></p> <p data-bbox="520 493 1001 688">G1A3: Continue with our pull-out EL intervention model which provides extra instruction to our EL students. This is in addition to our daily designated and integrated EL instruction within the classrooms.</p>	<p data-bbox="1018 347 1495 480"></p> <p data-bbox="1018 493 1495 688">EL Intervention schedule to be made at the start of the school year.</p>	<p data-bbox="1512 347 1745 480"></p> <p data-bbox="1512 493 1745 688">Currently 30 EL students who receive pull-out intervention for 45 minutes a week.</p>	<p data-bbox="1761 347 1974 480">that intervention was provided</p> <p data-bbox="1761 493 1974 688">Increase academic achievement by 3% on EL students' end of the year assessments</p>

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
<p data-bbox="100 857 1016 922">*Additional supports will be provided for our SWD populations as indicated in the actions above.</p> <p data-bbox="100 964 1016 1214">*Emphasis on student attendance for students with disabilities through Student Attendance Review meetings (SARBs), implementation of intervention curriculum (Benchmark Advance) and Phonics resources, implementation of push-in RSP model to provide support for students with disabilities in their general education classroom to help bridge the gap towards grade level standards while still working on IEP goals during pull-out RSP model, and staff training.</p>	<p data-bbox="1033 857 1992 922">Both actions in goal 1 are dedicated to our SWD subgroup which was our lowest performing subgroup on the dashboard.</p>

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: Utilization of AVID WICOR strategies across content areas to support all student groups with an emphasis on our SWD subgroup	*All Students *SWD	20000 LCAP Supplemental

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
Strategies may include: <ul style="list-style-type: none"> • PD • sub release time for PD • supplemental materials to support AVID strategies 		These funds will be used to support both goals and the supplemental materials necessary to reach student success
G1 A2: Modify our MTSS model and increase intervention supports available for our lowest performing students Strategies may include: <ul style="list-style-type: none"> • intervention staffing • supplemental materials • PD around MTSS/intervention 	*All Students *SWD	12,212.21 LCAP Intervention These funds will be used to support both goals and the staff needed to implement the goals None Specified
G1A3: Continue with our pull-out EL intervention model which provides extra instruction to our EL students. This is in addition to our daily designated and integrated EL instruction within the classrooms.	EL students	3606.28 Title III English Learner To be used towards personnel for intervention

Goals, Strategies, & Proposed Expenditures

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

Goal 2

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
Chronic Absenteeism DATA		Suspension DATA	
2022-2023	19.5% Chronically Absent	2022-2023	3.4% suspended at least one day
2021-2022	22.5% Chronically Absent	2021-2022	3.3% suspended at least one day
2018-2019	7.2	2018-2019	4.1
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	28% Chronically Absent	SWD	6.4% suspended at least one day
EL	23.1% Chronically Absent	EL	0% suspended at least one day
SED	30.4% Chronically Absent	SED	3.3% suspended at least one day
Hispanic	19.8% Chronically Absent	Hispanic	1.5% suspended at least one day
Asian	13% Chronically Absent	Asian	0% suspended at least one day
AA	54.2% Chronically Absent	AA	18.5% suspended at least one day
Two or More Races	17.4% Chronically Absent	Two or More Races	2.1% suspended at least one day

Annual Review
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
New goal for the 24-25 school year.
Identified Need(s)
As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.
STUDENT GROUPS PARTICIPATING IN THIS GOAL All students from Kindergarten to 6th grade will participate in this goal with an emphasis on our white population of students as our dashboard reflects us in the red for suspensions of white students.

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
Increase SEL supports to see a decline in suspension rates by 3%, specifically in our white population.	*Increase education of Tier 2 opportunities for students with behavior concerns	G1 A1: *Suspension rates *Enrollment of students into Tier 2 supports	G1 A1: *Dashboard indicates we are in the red for suspension rates for our students who are white *Currently have 30 students receiving Tier 2 behavioral supports	G1 A1: *Decrease in suspension rates overall, with an emphasis on our white population *Increase of students enrolling and exiting students from Tier 2 supports
	*Increase of morning SEL lessons to be done daily by all teachers on campus	G1 A2: *Observational data completed by PBIS team, administration walk throughs, etc.	G1 A2: *Currently, 70% of teachers are completing SEL lessons daily	G1 A2: 100% of teachers will complete SEL lessons daily with their classes

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Our school-wide PBIS initiative, positivity project lessons, morning messages for SEL, check-in/check-out interventions, implementation of Second Step curriculum in small groups, CSI, referrals to All-for-Youth, and individual student behavior plans. Additionally, transitions support is provided to eligible students who are EL, FY, or SED.	Our white subgroup has the highest suspension rates, so we plan to increase our SEL focus amongst this student group.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
*Increase education of Tier 2 opportunities for students with behavior concerns	*All students *Emphasis on white population of students	4507.70 LCAP Supplemental
*Increase of morning SEL lessons to be done daily by all teachers on campus	*All students *Emphasis on white population of students	

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$3,606.28
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$40,326.19
Total Federal Funds Provided to the School from the LEA for CSI	\$

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	\$24,507.70	0.00
Title III English Learner	\$3,606.28	0.00
LCAP Intervention	\$12,212.21	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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	\$12,212.21
LCAP Supplemental	\$24,507.70
Title III English Learner	\$3,606.28

Subtotal of state or local funds included for this school: \$40,326.19

Total of federal, state, and/or local funds for this school: \$40,326.19

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:

Name of Members	Role
Melanie Hashimoto	Principal
Rebecca Palm	Teacher
Kristen Cole	Teacher
Karen Gonzales	Teacher
Lauren Nijskens	Other Staff Member
Pelita Bradford	Parent Member
Sal Ledesma	Parent Member
Jennifer Tully	Parent Member
Kristi Bigelow	Parent Member or Secondary Student
Katie Wara	Parent Member or Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: SSC and ELAC (if applicable)

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 5/14/24.

Attested:



Principal, Melanie Hashimoto on 5/14/24



SSC Chairperson, Katie Wara on 5/14/24