

West Fresno Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	West Fresno Middle School
Street	2888 South Ivy Avenue
City, State, Zip	Fresno, CA 93706
Phone Number	559-495-5607
Principal	Mr. Prince Marshall
Email Address	prince.marshall@wusd.ws
Website	wfms.washingtonunified.org
County-District-School (CDS) Code	10767786006613

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

School Description and Mission Statement (School Year 2019-20)

West Fresno Middle School is located in the heart of California's Central Valley in Fresno and serves about 370 students grades 6-8. West Fresno Middle School teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience.

Our mission is to provide a positive environment that utilizes assessment-driven instruction to develop critical thinkers and ensure student engagement and mastery in grade level standards for a successful future. We will continue offering numerous opportunities for our students to advance academically. In addition, we are committed to providing our students the necessary social skills to become caring, respectful, and motivated members of our society. West Fresno Middle School also embraces the district goals of providing the highest level of student achievement, a safe learning environment, and effective and efficient operations.

Our vision is to provide students with multiple opportunities to demonstrate learning and support their learning through collaborative teams.

We are a Professional Learning Community that promotes effective teaching practices across all curriculum and implementation of school wide technology infused methods for checking student understanding. Our teachers meet weekly to review bi-weekly assessment data and the results are utilized to target deficiency areas. This process ensures consistent monitoring and change to meet the needs of our students. To further support these areas, we have implemented the most recent and effective state adopted curriculum.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	144
Grade 7	123
Grade 8	134
Total Enrollment	401

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	8.2
Asian	9.5
Filipino	0.2
Hispanic or Latino	78.1
White	3
Two or More Races	0.2
Socioeconomically Disadvantaged	93.5
English Learners	40.9
Students with Disabilities	14.2
Foster Youth	1
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	21	21	129
Without Full Credential	3	2	2	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Engage New York	Yes	0.0
Mathematics	Eureka Math	Yes	0.0
Science	Holt Reinhart Winston 2007	Yes	0.0
History-Social Science	McGraw Hill, Impact California Social Studies	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

General Information

The district takes great efforts to ensure that all schools are clean, safe, and functional. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Age of School Buildings:

Our facilities were built in 1953. The school facilities include a library, multipurpose room, cafeteria, gymnasium, music room, technology center, and 18 classrooms. In our field area of the school, we have a large blacktop area with several basketball courts, a standard size football field, and an open grass area. The classrooms were modernized in 1999-2002. Walls, floors, ceilings, and cabinets were installed. New roofs and canopies were done as a part of modernization and a deferred maintenance hardship. The restrooms were updated during the summer of 2017 and the outside of the school was repainted.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Our most recent Williams Inspection validates our overall score of good in all perimeters of the school. This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 09/03/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Fair	To Be Scheduled for Repair: Rm. 4: Stained panels. Rm. 14: Small hole in carpet. Rm. 6: Stained ceiling tile.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	To Be Scheduled for Repair: Rm. 14: Evidence of Black Widow eggs.
Electrical: Electrical	Poor	To Be Scheduled for Repair: Office: Lights out in hall. Copy Rm.: 4 lights out. Rms. 1-3: 5 lights out. Rms. 18-20: Lens cover not attached Library: Light out. Weight Room: 10 lights out. Girl's Locker Room: 7 lights out. Gym: 3 lights out. Rms. 4-8: 3 lights out in hall of Staff RR. Cafeteria: No light cover on 1 fixture. Rm. 10: Broken panel. 4 panels out. Replace outlet. Rm. 11: 1 panel out. Rm. 4: 1 panel out. Rm. 2: Hole in panel. Replace panels-different bulbs. Rm. 14: Stained and loose panels. 7 panels out. Rm. 6: 2 panels out. Rm. 7: 1 panel out. Rm. 15: Loose panels. Faceplate missing. Rm. 16: Loose panels. Rm. 17: Light out. Stained panels
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	To Be Scheduled for Repair: Girl's Locker Room: Right sink faucet loose. Boy's Locker Room: No H2O @ 1 faucet. Gym: 1 toilet in Girl's RR-out of order. Blower handle needs repair. Rms. 4-8: No soap in Girl's RR. Rms. 4-8: Faucet turned away from basin.
Safety: Fire Safety, Hazardous Materials	Good	To Be Scheduled for Repair: Rms. 1-3: Hazardous Materials Ceiling panel missing-Rm. 3. Rms. 4-8: Hole in wall-Men's RR. Cafeteria: Tear on East wall.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	32	31	36	36	50	50
Mathematics (grades 3-8 and 11)	20	18	21	25	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	385	381	98.96	1.04	30.71
Male	190	187	98.42	1.58	22.99
Female	195	194	99.49	0.51	38.14
Black or African American	37	36	97.30	2.70	16.67
American Indian or Alaska Native					
Asian	38	38	100.00	0.00	44.74
Filipino					
Hispanic or Latino	292	289	98.97	1.03	31.14
Native Hawaiian or Pacific Islander					
White	13	13	100.00	0.00	23.08

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	364	360	98.90	1.10	29.17
English Learners	216	213	98.61	1.39	27.70
Students with Disabilities	59	58	98.31	1.69	0.00
Students Receiving Migrant Education Services	18	18	100.00	0.00	33.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	384	382	99.48	0.52	18.32
Male	189	187	98.94	1.06	18.18
Female	195	195	100.00	0.00	18.46
Black or African American	36	35	97.22	2.78	8.57
American Indian or Alaska Native					
Asian	38	38	100.00	0.00	23.68
Filipino					
Hispanic or Latino	292	291	99.66	0.34	18.90
Native Hawaiian or Pacific Islander					
White	13	13	100.00	0.00	15.38
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	363	361	99.45	0.55	16.90
English Learners	216	215	99.54	0.46	13.02
Students with Disabilities	59	58	98.31	1.69	0.00
Students Receiving Migrant Education Services	18	18	100.00	0.00	22.22

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	20.0	20.0	18.2

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement and communication are essential to our school success. West Fresno Middle School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

Parents are encouraged to attend various academic and extra-curricular events throughout the year. We host monthly coffee with the principal meetings, as well as, an English Learner Advisory Committee (ELAC), School Site Council (SSC), and other parent groups regularly. Parent classes are also offered throughout the year to help educate parents on various topics, and to help them learn English. Home and school communication is enhanced through regular newsletters, the student/parent handbook, the school website, student report cards, robocalls and other regular communication activities. Translation is regularly provided for written and in-person communication. In addition, we have implemented Student-Led Parent Conferences to further promote our dedication to creating effective communications between our teachers and parents.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	17.7	7.7	21.7	8.2	5.9	6.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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

Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan includes procedures for emergencies, individual staff responsibilities during an incident, exit routes, and inventories of emergency supplies. We make the plan available on our school website and keep copies in the office for parents. We ensure all staff is properly trained throughout the year, practice fire drills monthly, and individual crisis drills three times a year. An updated copy is available to the public at the school office.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	19	11	12		21	12	14		19	19	8	
Mathematics	27	1	7		25	1	9		24	5	5	
Science	30		8		24	2	9		24	5	5	
Social Science	24	2	8		25	1	9		24	5	5	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1 to 401

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.8
Social Worker	0
Nurse	1 Shared with adjoining Elementary School

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	1 Online Provider to service all Speech/Language needs
Resource Specialist (non-teaching)	2
Other	2.0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,379	\$2,984	\$9,395	\$57,507
District	N/A	N/A	\$10,262	\$67,007.00
Percent Difference - School Site and District	N/A	N/A	-8.8	-8.8
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-23.6	-16.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,050	\$46,208
Mid-Range Teacher Salary	\$64,667	\$72,218
Highest Teacher Salary	\$84,842	\$92,742
Average Principal Salary (Elementary)	\$107,171	\$134,864
Average Principal Salary (Middle)	\$112,597	\$118,220
Average Principal Salary (High)	\$121,254	\$127,356
Superintendent Salary	\$180,000	\$186,823
Percent of Budget for Teacher Salaries	29%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	9

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

West Fresno has 2 hours of PLC time per week embedded in the master schedule for teachers. Also required are three days of district and site professional development prior to the start of the school year and four days of optional professional development offered each summer. Teachers are paid for their participation. Topics for these sessions are selected based on greatest areas of needs outlined in the LCAP using data from the dashboard and other local indicators.

Academic Coaching is also offered to our teachers. Two coaches share their time between the four district sites. Areas of coaching focus are: classroom management for new teachers, math lesson engagement, and lesson design and delivery for all subjects.

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