

West Fresno Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School 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	Ana Vega
Email Address	avega@wusd.ws
School Website	wfms.washingtonunified.org
County-District-School (CDS) Code	10767786006613

2022-23 District Contact Information

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

2022-23 School Overview

West Fresno Middle School is located in the heart of California's Central Valley in Fresno and serves about 318 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.

Mission Statement: West Fresno Middle School will ensure academic and social-emotional growth by engaging all students with critical academic skills, qualities of good character, and life skills necessary for their future success.

Vision Statement: West Fresno Middle School will be a school of excellence by making learning experiences engaging, meaningful, and safe for all students.

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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	111
Grade 7	96
Grade 8	111
Total Enrollment	318

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.3
Male	55.7
American Indian or Alaska Native	0.0
Asian	5.0
Black or African American	9.4
Filipino	0.0
Hispanic or Latino	82.1
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.6
White	1.3
English Learners	50.3
Foster Youth	0.9
Homeless	3.5
Migrant	8.5
Socioeconomically Disadvantaged	89.6
Students with Disabilities	14.2

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.70	76.20	117.70	80.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	3.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	6.16	9.80	6.73	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	8.28	4.90	3.35	12115.80	4.41
Unknown	1.80	9.31	8.90	6.12	18854.30	6.86
Total Teaching Positions	19.30	100.00	146.40	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.10	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.60	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	1.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Engage New York	Yes	0.0
Mathematics	Eureka Math	Yes	0.0
Science	Amplify, STEMscopes	Yes	0.0
History-Social Science	McGraw Hill, Impact California Social Studies	Yes	0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	N/A		0.0

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

08/31/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Floor tile missing, trip hazard - kitchen Carpet torn, ceiling tile warped and cracked - library

School Facility Conditions and Planned Improvements

			Ceiling tile stained from HVAC leak - Room 4 and 8 Torn ceiling tile - cafeteria Floor tile missing, check for asbestos - kitchen
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical		X	7 lights out in gym, Boys restroom has a button hanging out 4 lights out in cafeteria
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	Boys restroom sink in wing 3 not working Faucet loose in girl's locker room Low pressure on sink in boy's locker room Office men's restroom - no water in sink
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		Rooms 15-17 dry rot west and south side Wing 2 - wires need to be secured Nurse office has a stained ceiling tile
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	22	N/A	31	N/A	47
Mathematics (grades 3-8 and 11)	N/A	11	N/A	14	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	328	319	97.26	2.74	21.94
Female	150	145	96.67	3.33	25.52
Male	178	174	97.75	2.25	18.97
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	16	16	100.00	0.00	37.50
Black or African American	30	30	100.00	0.00	6.67
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	271	263	97.05	2.95	23.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	141	139	98.58	1.42	5.76
Foster Youth	--	--	--	--	--
Homeless	13	12	92.31	7.69	16.67
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	303	295	97.36	2.64	21.69
Students Receiving Migrant Education Services	30	29	96.67	3.33	27.59
Students with Disabilities	61	59	96.72	3.28	5.08

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	328	319	97.26	2.74	10.97
Female	150	145	96.67	3.33	8.97
Male	178	174	97.75	2.25	12.64
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	16	16	100.00	0.00	18.75
Black or African American	30	30	100.00	0.00	3.33
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	271	263	97.05	2.95	11.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	141	139	98.58	1.42	2.16
Foster Youth	--	--	--	--	--
Homeless	13	12	92.31	7.69	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	303	295	97.36	2.64	11.19
Students Receiving Migrant Education Services	30	29	96.67	3.33	13.79
Students with Disabilities	61	59	96.72	3.28	3.39

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	5.66	10.58	15.95	17.99	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	110	104	94.55	5.45	10.58
Female	45	41	91.11	8.89	7.32
Male	65	63	96.92	3.08	12.7
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	89	84	94.38	5.62	10.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	42	40	95.24	4.76	2.5
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	100	96	96	4	9.38
Students Receiving Migrant Education Services	15	14	93.33	6.67	14.29
Students with Disabilities	17	17	100	0	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	92%	90%	93%	93%	93%
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

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 informational 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. Home and school communication is enhanced through regular newsletters, the student/parent handbook, the school website, and student report cards. Parent Square is used to send mass phone calls to the community as well as 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	352	337	126	37.4
Female	161	150	56	37.3
Male	191	187	70	37.4
American Indian or Alaska Native	0	0	0	0.0
Asian	18	17	3	17.6
Black or African American	35	31	12	38.7
Filipino	0	0	0	0.0
Hispanic or Latino	287	277	106	38.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	3	3	1	33.3
White	4	4	3	75.0
English Learners	164	161	57	35.4
Foster Youth	4	4	3	75.0
Homeless	17	13	7	53.8
Socioeconomically Disadvantaged	325	315	120	38.1
Students Receiving Migrant Education Services	35	35	13	37.1
Students with Disabilities	68	63	31	49.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.72	4.03	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	17.33	0.36	5.56	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	17.33	0.00
Female	16.15	0.00
Male	18.32	0.00
American Indian or Alaska Native	0.00	0.00
Asian	16.67	0.00
Black or African American	28.57	0.00
Filipino	0.00	0.00
Hispanic or Latino	14.98	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	15.85	0.00
Foster Youth	0.00	0.00
Homeless	5.88	0.00
Socioeconomically Disadvantaged	16.62	0.00
Students Receiving Migrant Education Services	20.00	0.00
Students with Disabilities	16.18	0.00

2022-23 School Safety Plan

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 without permission. 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/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 quarterly, and individual crisis drills three times a year. An updated copy is available to the public at the school office. The WFMS School Safety Plan was approved by our SSC on 12/6/22.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	25	5	
Mathematics	21	5	7	
Science	20	7	6	
Social Science	21	7	6	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	29		
Mathematics	17	14		
Science	18	13		
Social Science	18	13		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	32	1	
Mathematics	15	13	1	
Science	15	14	1	
Social Science	15	13	1	

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	159

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.1

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,068	\$3,734	\$7,334	\$63,829
District	N/A	N/A	\$11,416	\$68,492
Percent Difference - School Site and District	N/A	N/A	-43.5	-7.0
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	10.6	-21.5

2021-22 Types of Services Funded

WUSD provides programs and services to support and assist students with core instruction, intervention, tutoring, Migrant support, 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, IV, 21st Century, Carl Perkins, Lottery, ROP, and LCFF Base, Supplemental, CSI funds and Concentration funds.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,000	\$48,503
Mid-Range Teacher Salary	\$67,281	\$74,912
Highest Teacher Salary	\$88,271	\$100,321
Average Principal Salary (Elementary)	\$125,582	\$122,160
Average Principal Salary (Middle)	\$110,949	\$127,632
Average Principal Salary (High)	\$128,666	\$137,578
Superintendent Salary	\$191,760	\$198,665
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Professional development at West Fresno Middle School is designed to meet the individual needs of teachers, the school's CSI (Comprehensive Support and Improvement) status, 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 and Department Leads, and Teachers are committed to the ongoing practices of a Professional Learning Community (PLC) Model. Our Administration team and Grade Level and Department Leads have all been trained by Steve Ventura on the implementation of Achievement Teams. Administrators, Department Leads, and Teachers analyze assessment data and student work to ensure continual 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 Middle School staff participate in two hours of PLC time per week embedded in the master schedule for teachers. Also required are three days of district and site professional development prior to the start of the school year and 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. Three coaches share their time between the five 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: Restorative Practices in partnership with Fresno Pacific University, Amplify Science, iReady training for Laboratory reading & math intervention, Eureka Math, Technology training provided by Fresno County Superintendent of Schools (FCSS) and Washington Unified School District (WUSD), and National Alliance on Mental Illness (NAMI). 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 District Curriculum Department has facilitated a partnership between FCSS and WUSD and added training for literacy across content and Science support in NGSS sessions. We will also be piloting Positivity Project, an SEL program during the second semester of the school year.

Our district has also adopted a systematic ELD instruction initiative by providing professional learning and coaching to teachers from The English Learner Group. This professional development will enable teachers to infuse research based learning strategies for language development in the classroom.

The science department has been involved in district PLCs for implementation of a new science adopted curriculum at each site. All sites participated in professional development and PLCs including gathering data and evidence for the implementation of the new science curriculum.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	14	16