

# West Fresno Middle School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

<b>School Name</b>	West Fresno Middle School
<b>Street</b>	2888 South Ivy Avenue
<b>City, State, Zip</b>	Fresno, CA 93706
<b>Phone Number</b>	559-495-5607
<b>Principal</b>	Ana Vega
<b>Email Address</b>	avega@wusd.ws
<b>School Website</b>	wfms.washingtonunified.org
<b>County-District-School (CDS) Code</b>	10767786006613

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

West Fresno Middle School is located in the heart of California's Central Valley in Fresno and serves about 315 students grades 6-8. West Fresno Middle School teachers and staff are dedicated to ensuring the academic success of every student as well as providing a safe and productive learning environment.

**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 use the results to target areas in need of support. 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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	101
Grade 7	96
Grade 8	114
Total Enrollment	311

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1%
Male	51.6%
Asian	5.3%
Black or African American	9.7%
Hispanic or Latino	82.1%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	0.6%
White	0.9%
English Learners	43.4%
Foster Youth	1.3%
Homeless	5.7%
Migrant	6.6%
Socioeconomically Disadvantaged	92.8%
Students with Disabilities	17.9%

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

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.20	62.71	118.10	76.48	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.10	0.82	1.00	0.66	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.40	2.20	12.60	8.22	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.90	4.76	6.90	4.51	11953.10	4.28
<b>Unknown</b>	5.70	29.41	15.60	10.12	15831.90	5.67
<b>Total Teaching Positions</b>	19.50	100.00	154.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	1.10	0.40
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.10</b>	<b>0.40</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	0.00
Local Assignment Options	0.00	0.90
<b>Total Out-of-Field Teachers</b>	<b>1.60</b>	<b>0.90</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.1	2.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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	English Reading and Writing Curriculum	Yes	0.0
Mathematics	Eureka Math	Yes	0.0

<b>Science</b>	Amplify, STEMscopes	Yes	0.0
<b>History-Social Science</b>	McGraw Hill, Impact California Social Studies	Yes	0.0
<b>Foreign Language</b>	N/A		0.0
<b>Health</b>	N/A		0.0
<b>Visual and Performing Arts</b>	N/A		0.0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	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**

08/30/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Carpet is torn in Library.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Storage area outside of gym not clean. Paper wads stuck on ceiling in rooms 10-12. Ground vents @ West and North sides of room 9 are missing screens. Rm. 13-14 ground vents are missing screens.
<b>Electrical</b>	X			Light cover missing in cafeteria.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			No menstrual products in girl's & boy's restroom in the gym. No menstrual products in the Girl's Locker Room. No menstrual products in restroom by classrooms 10-12.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Paint peeling and missing inside and outside of gym. Chipped floor tile in Cafeteria.
<b>Structural:</b> Structural Damage, Roofs	X			Dry rot @ North side of the Cafeteria building.

## School Facility Conditions and Planned Improvements

<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

#### 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.

## 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	22	25	31	30	47	46
<b>Mathematics</b> (grades 3-8 and 11)	11	13	14	17	33	34



## 2022-23 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
<b>All Students</b>	316	310	98.10	1.90	24.52
<b>Female</b>	152	148	97.37	2.63	27.03
<b>Male</b>	163	161	98.77	1.23	22.36
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	16	16	100.00	0.00	31.25
<b>Black or African American</b>	27	26	96.30	3.70	7.69
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	265	260	98.11	1.89	25.77
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	97	95	97.94	2.06	1.05
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	17	16	94.12	5.88	37.50
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	299	294	98.33	1.67	25.17
<b>Students Receiving Migrant Education Services</b>	20	19	95.00	5.00	15.79
<b>Students with Disabilities</b>	56	56	100.00	0.00	7.14

## 2022-23 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
<b>All Students</b>	316	313	99.05	0.95	13.10
<b>Female</b>	152	150	98.68	1.32	10.67
<b>Male</b>	163	162	99.39	0.61	15.43
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	16	16	100.00	0.00	12.50
<b>Black or African American</b>	27	26	96.30	3.70	3.85
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	265	263	99.25	0.75	13.69
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	97	97	100.00	0.00	2.06
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	17	16	94.12	5.88	12.50
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	299	296	99.00	1.00	13.51
<b>Students Receiving Migrant Education Services</b>	20	20	100.00	0.00	5.00
<b>Students with Disabilities</b>	56	56	100.00	0.00	3.57

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	10.58	13.68	17.99	21.76	29.47	30.29

## 2022-23 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	97	96	98.97	1.03	14.58
Female	53	52	98.11	1.89	13.46
Male	44	44	100.00	0.00	15.91
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	80	79	98.75	1.25	17.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	28	28	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	90	89	98.89	1.11	14.61
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	16	100.00	0.00	12.50

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	100	100	100	100	100
Grade 7	85.9	99.4	99.4	99.4	99.4

## 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.

#### 2023-24 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 on a regular basis. Parent classes are also offered throughout the year to help educate parents on various topics. Home and school communication is enhanced through monthly 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.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	338	336	91	27.1
Female	163	162	46	28.4
Male	174	173	45	26.0
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	18	17	3	17.6
Black or African American	32	32	10	31.3
Filipino	0	0	0	0.0
Hispanic or Latino	277	276	74	26.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	3	3	2	66.7
White	4	4	2	50.0
English Learners	151	150	33	22.0
Foster Youth	7	5	2	40.0
Homeless	25	25	7	28.0
Socioeconomically Disadvantaged	325	323	90	27.9
Students Receiving Migrant Education Services	23	23	4	17.4
Students with Disabilities	61	61	22	36.1

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	17.33	19.23	0.36	5.56	5.03	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	19.23	0
Female	16.56	0
Male	21.84	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	11.11	0
Black or African American	25	0
Filipino	0	0
Hispanic or Latino	18.41	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	15.23	0
Foster Youth	0	0
Homeless	24	0
Socioeconomically Disadvantaged	19.69	0
Students Receiving Migrant Education Services	17.39	0
Students with Disabilities	21.31	0

## 2023-24 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 12/13/23.

## 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	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	14	27	3	0
Mathematics	17	9	2	0
Science	18	6	4	0
Social Science	18	10	2	0

## 2022-23 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	106

## 2022-23 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)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$15,493	\$7,462	\$8,031	\$75,424
District	N/A	N/A	\$6,648	\$82,838
Percent Difference - School Site and District	N/A	N/A	18.8	-9.4
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	5.4	-8.3

## Fiscal Year 2022-23 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.



## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$48,746	\$50,875
<b>Mid-Range Teacher Salary</b>	\$69,972	\$79,761
<b>Highest Teacher Salary</b>	\$97,852	\$103,045
<b>Average Principal Salary (Elementary)</b>	\$125,582	\$128,154
<b>Average Principal Salary (Middle)</b>	\$110,949	\$131,774
<b>Average Principal Salary (High)</b>	\$128,666	\$142,676
<b>Superintendent Salary</b>	\$191,760	\$211,462
<b>Percent of Budget for Teacher Salaries</b>	26.62%	30.11%
<b>Percent of Budget for Administrative Salaries</b>	5.52%	5.49%

## 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 staff is 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. Five 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: ERWC training and coaching, 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). 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

## Professional Development

of the new science curriculum.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	12.5	12.5	12.5