

West Fresno Middle School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2017-18)

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	Mr. Lucio Cortez
E-mail Address	lcortez@wusd.ws
Web Site	wfms.washingtonunified.org
CDS Code	10767786006613

District Contact Information	
District Name	Washington Unified School District
Phone Number	(559) 495-5600
Superintendent	Joey Campbell
E-mail Address	jcampbell@wusd.ws
Web Site	www.washingtonunified.org

School Description and Mission Statement (School Year 2017-18)

West Fresno Middle School is located in the heart of California's Central Valley in Fresno and serves about 384 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. Lastly, each of our classrooms is equipped with Promethean Boards and Active Expression student response devices.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	145
Grade 7	123
Grade 8	121
Total Enrollment	389

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	7.5
American Indian or Alaska Native	0
Asian	11.8
Filipino	0
Hispanic or Latino	78.4
Native Hawaiian or Pacific Islander	0
White	1.8
Two or More Races	0.5
Socioeconomically Disadvantaged	97.9
English Learners	48.3
Students with Disabilities	11.1
Foster Youth	1.5

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	16	15	19	145
Without Full Credential	2	4	3	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: September 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Engage New York	No	0.0
Mathematics	McDougell Littell Eureka Math	No	0.0
Science	Holt Reinhart Winston 2007	Yes	0.0
History-Social Science	Glenco Discovering Our Past 2006	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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 08/29/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gym: AC not working properly.
Interior: Interior Surfaces	X			Staff Lounge: Carpet has a tear in the middle of the room. Library: 1 stained ceiling tile.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		Gym: Lights are dim-poor lighting. Boy's Locker Room: 2 ceiling lights not working. Girl's Locker Room: 3 ceiling light out. Rms. 10-14: Rm. 10 missing cover on electrical plate. Rm 10 missing ceiling light cover.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Rms. 10-14: Girl's RR not labeled RR. Rms. 10-14: 1 drinking fountain not working. Sports Fields: 3 drinking fountains not working.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Rms. 9 & 18: C-train has a damaged roll-up door. Gym: Door mats missing at both entry doors-trip.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Pre-school: 1 rope broken on the rope ladder. Boy's Locker Room: Hole in sky light.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 08/29/2017				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	31	32	29	35	48	48
Mathematics (grades 3-8 and 11)	14	19	15	22	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	389	382	98.2	32.2
Male	186	183	98.39	30.05
Female	203	199	98.03	34.17
Black or African American	31	29	93.55	27.59
Asian	42	41	97.62	41.46
Hispanic or Latino	308	304	98.7	30.92
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	378	373	98.68	31.64
English Learners	224	222	99.11	21.17
Students with Disabilities	50	48	96	8.33
Students Receiving Migrant Education Services	20	20	100	25
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	389	379	97.43	19
Male	186	184	98.92	19.02
Female	203	195	96.06	18.97
Black or African American	31	28	90.32	7.14
Asian	42	42	100	28.57
Hispanic or Latino	308	301	97.73	18.27
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	378	370	97.88	18.38
English Learners	224	219	97.77	13.24
Students with Disabilities	50	48	96	4.17
Students Receiving Migrant Education Services	20	20	100	15
Foster Youth	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	40	42	30	33	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.4	28.7	16.4

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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, ELAC, 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	21.3	17.3	17.7	9.4	8.4	8.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2013-2014
Year in Program Improvement*	Year 5	Year 1
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	62.5

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18	15	7		19	12	13		19	11	12	
Mathematics	24	4	4		28		8		27	1	7	
Science	25	2	6		26	1	8		30		8	
Social Science	24	2	6		29		7	1	24	2	8	

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	389
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	2.0	N/A
Other	5.0	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	10009	\$1,912.62	\$5,841.31	57056
District	N/A	N/A	\$2,743.64	\$63,695
Percent Difference: School Site and District	N/A	N/A	72.2	-11.0
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-11.8	-19.9

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

Types of Services Funded (Fiscal Year 2016-17)

WUSD provides programs and services to support and assist students with core instruction, RTI, intervention, Tutoring, Migrant, AVID, 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,167	\$44,144
Mid-Range Teacher Salary	\$63,399	\$69,119
Highest Teacher Salary	\$83,179	\$86,005
Average Principal Salary (Elementary)	\$88,392	\$106,785
Average Principal Salary (Middle)	\$97,568	\$111,569
Average Principal Salary (High)	\$107,696	\$121,395
Superintendent Salary	\$221,075	\$178,104
Percent of Budget for Teacher Salaries	29%	34%
Percent of Budget for Administrative Salaries	8%	6%

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

Professional Development (Most Recent Three Years)

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. Three 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.