



# Wilson Junior High School

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Maria Ambriz, Principal

## 2013-14 School Accountability Report Card

### Principal's Message

Published January 2015

It is the hope of the administration and staff of Wilson Junior High School that you will find this annual report informative, and that it will give you a better understanding of our instructional program and our school. We invite your comments about this report and any comments you may have for better serving our students or informing you of Wilson Junior High School's policies and curriculum. You may call us at (760) 352-5341 if you have any questions or concerns.

### School Mission

The staff of Wilson Junior High School recognizes the transitional nature and the unique intellectual, physical, social, and emotional needs of our students. Our mission is to provide active learning opportunities in a safe environment so that each student is motivated to reach academic excellence. We are dedicated to preparing our students to be life-long learners and productive citizens in a multi-cultural society.

### District & School Profile

The El Centro Elementary School District is located in Imperial County, and is surrounded by thousands of acres of California's most productive farming land. El Centro Elementary School District is comprised of nine elementary schools and two middle schools, and educates almost 6,100 students in kindergarten through eighth grade per school year. The district is committed to preparing its students for the future and dedicated to excellence in the realm of academics. All programs within the district are founded on the principle that "children come first."

Wilson Junior High School serves students in seventh and eighth grade. During the 2013-14 school year, the school had an enrollment of 684 students including 9.1% in special education, 25.1% qualifying for English Language Learner support, and 81% qualifying for free or reduced price lunch.

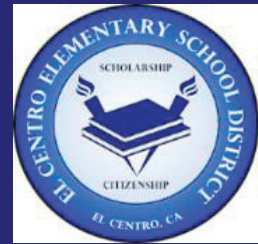
Percentage of Students by Ethnicity/Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African American	1.8%	Kindergarten	
American Indian or Alaskan Native	0.1%	Grade 1	
Asian	1.2%	Grade 2	
Filipino		Grade 3	
Hawaiian or Pacific Islander		Grade 4	
Hispanic or Latino	92.5%	Grade 5	
White (not Hispanic)	3.7%	Grade 6	3
Two or More Races	0.4%	Grade 7	346
		Grade 8	335
		Total Enrollment	684

### Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the STAR Results and CAASPP charts; Academic Performance Index, including API chart; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.



## El Centro Elementary School District

1256 Broadway  
El Centro, CA 92243  
(760) 352-5712  
www.ecesd.org

### Board of Trustees

Patricia Dunnam, President  
George McFaddin, Clerk  
Charles Fisher, Member  
Michael Minnix, Member  
Frances Terrazas, Member

### District Administration

**Jon K. LeDoux**  
Superintendent

**Renato Montaña**  
Associate Superintendent  
Educational Services/  
Human Resources

**Kristy Curry**  
Assistant Superintendent  
Administrative Services

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Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

## Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or attending school events.

Parents stay informed of upcoming events and school activities through student agenda/daily planner, flyers, email, parent conferences, the school marquee, the school website, and Blackboard Connect automated telephone message delivery system. Contact the principal at (760) 352-5341 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Chaperone Field Trips  
Chaperone School Dances  
Classroom Helper  
Fundraising Activities

### Committees

English Learner Advisory Council  
Parent Teacher Organization  
School Site Council

### School Activities

Back to School Night  
Band/Orchestra Performance  
Concert of Premiers  
Family Fun Nights  
Parent Teacher Organization Activities  
Lunch on the Lawn  
Powder Puff Football Game  
Turkey Trot  
Winter Mile  
Open House  
Student Recognition Assemblies

## Curriculum & Instruction

### School Leadership

The administrative team is comprised of the principal, and assistant principals who work closely with the leadership team, teachers, and school staff. Principal Maria Ambriz is responsible for the day-to-day operations of the school and the overall instructional program. Coordinating efforts with the principal is the Leadership Team, comprised of the principal, assistant principal, and department representatives. The Leadership Team meets monthly throughout the year to discuss instructional strategies, evaluate student assessment data, develop or modify programs to meet students' learning needs, and to steer the school on budgets and programs.

Principal Ambriz has been in the educational field for 17 years and serving Wilson Junior High School for the first year as of 2013-14. Previous positions held in other schools include: teacher, resource teacher, assistant principal and coordinator. Principal Ambriz holds a bachelor's in Liberal Studies and a masters in Educational Administration.

### Specialized Instruction

All curriculum and instruction is being aligned to the Common Core State Standards approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 7 and 8 who have been identified as academically gifted through district-administered assessments. Students are clustered by grade level to receive differentiated instruction, and GATE classes contain at least 25% GATE students in the core subjects of science, language arts, and history. Instruction is provided by teachers who are GATE Certified.

For students whose primary language is not English and who have limited English proficiency, Wilson Junior High School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners receive small group and/or individualized instructional support in the classroom from bilingual aides who collaborate with the student's teacher to provide support in areas of need. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of

need. Some students receive English Language Development instruction as a supplement to their regular language arts instruction. Students provided ELD instruction take this course in lieu of an elective and receive targeted instruction at their proficiency level. Wilson Junior High School's teachers utilize Language Central series, a state-approved reading intervention program and textbook adoption. Students are monitored through the CELDT exam given throughout the year, teacher observation and benchmark assessments; results are used to evaluate and adjust individualized learning strategies. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Wilson Junior High School's special education program is staffed by special education teachers and instructional aides. Instruction is provided in the least restrictive environment based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with in-class support in both small group and individual settings. A portion of instruction may be provided in one of two special day classes. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Wilson Junior High School takes advantage of the district's participation in the Imperial County Office of Education's Special Education Local Plan Area (SELPA), which provides a pool of professional resources and expertise in the field of special education.

Wilson Junior High School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using district benchmark assessments and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Problem Solving Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Linda Mood Bell Instruction
- Language Arts Inside Curriculum (National Geographic)
- After School & Saturday Academies (Language Arts & Math)

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

## Enrichment Programs

Wilson Junior High School offers a marching band or orchestra for all students who wish to participate. A Time Warner science project, Connection Million Minds, is offered to all junior high students as well.

## Staff Development

All training and curriculum development activities at Wilson Junior High School are being aligned to the Common Core State Standards.

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
3	2	2

During the 2013-14 school year, Wilson Junior High School held staff development devoted to:

- Reading Intervention
- Student Engagement
- Data Analysis
- English Language Arts Program Resources
- Unit Planning
- Common Core State Standards
- English Language Arts Grade Level Planning
- Close Reading

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Wilson Junior High School supports ongoing professional growth throughout the year on minimum days and

early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need.

Wilson Junior High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

## Instructional Materials

All textbooks used in the core curriculum at Wilson Junior High School are being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, October 14, 2014, the El Centro Elementary School District held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board adopted Resolution #101414-1036 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component

of an adopted program, and 3) each pupil enrolled in a foreign language has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board for those subjects. In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2014-15 school year, El Centro Elementary School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

## Classroom Environment

### Teaching Load Distribution

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by core subject, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction				
2011-12				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	25.5	13	7	17
Math	28.6	4	10	10
Science	33.7	0	4	16
History	32.6	0	9	11
2012-13				
English	26	9	12	11
Math	27	6	11	7
Science	32	0	9	11
History	31	1	12	7
2013-14				
English	30	5	8	17
Math	29	4	11	9
Science	32	0	8	12
History	32	0	9	11

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

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2003	Yes	Pearson Curriculum: <i>Literature &amp; Language Central</i>	0%	6-8
Math				
2008	Yes	Holt, Rinehart & Winston: <i>California Mathematics</i>	0%	6-8
2014	Yes	Houghton Mifflin Harcourt: <i>California Go Math!</i>	0%	7-8
Science				
2008	Yes	Holt, Rinehart & Winston: <i>California Science</i>	0%	6-8
Social Science				
2006	Yes	McDougal Littell: <i>World History</i>	0%	6-8

The textbooks and instructional materials used by the school are selected from the State Board of Education's most recent adoption.

Textbook information was obtained from district office personnel in January 2015.



## Discipline & Climate for Learning

Wilson Junior High School's discipline policies are based upon a schoolwide discipline plan, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Wilson Junior High School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

	Suspensions and Expulsions								
	Wilson JH			ECESD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions (#)	109	78	67	358	224	196	366629	329370	279383
Expulsions (#)	2	4	2	3	4	8	9553	8266	6611

*This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.*

STAR Results All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	Wilson JH			ECESD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	51	62	59	47	49	46	54	56	55
Math	46	56	57	54	53	52	49	50	50
History	31	42	50	39	46	54	48	49	49

*Note: STAR Program was last administered in 2012-13. 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.*

California Assessment of Student Performance and Progress/Standardized Testing and Reporting All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	Wilson JH			ECESD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	74	77	70	60	59	59	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science 2013-14	
	Percentage of Students Scoring at Proficient and Advanced Levels
ECESD	59
Wilson JH	70
Male	73
Female	68
African American	
American Indian or Alaskan Native	
Asian	
Filipino	
Hispanic or Latino	69
Hawaiian or Pacific Islander	
White (not Hispanic)	
Two or More Races	
Economically Disadvantaged	68
English Learners	39
Students with Disabilities	67
Migrant Education	61

*Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. 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.*

## Student Achievement

### Standardized State Assessments

Students at Wilson Junior High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Wilson Junior High School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

### Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2012-13 AYP cycle, elementary and middle schools must achieve a 89.2% or higher proficiency rate in English/language arts and 89.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 740 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

### Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2013-14

Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?

AYP Criteria	Wilson JH	ECESD
Overall Performance	*	*
Participation Rate		
Language Arts	*	*
Math	*	*
Percent Proficient		
Language Arts	*	*
Math	*	*
Graduation Rate	N/A	N/A

#### AYP Performance Level

Number of AYP Criteria Met Out of the Total	*	*
Number of Criteria Possible		

A "\*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

## Physical Fitness

In the spring of each year, Wilson Junior High School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's Website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

### Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2013-14

Number of Standards Met:  
4 of 6    5 of 6    6 of 6

Grade(s) Tested	21.4%	19.3%	28.9%
Seventh			

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.

## Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well.

Schools/subgroups that have achieved an API of 800 or above must maintain their scores. Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

## No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, Wilson Junior

High qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

### Title I PI Status 2014-15

	Wilson JH	ECESD
PI Status	In PI	In PI
First Year of PI Implementation	2003-2004	2004-2005
Year in PI	Year 5	Year 3
# Schools Currently In PI		11
% Schools Currently In PI		100%

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

\*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

### Academic Performance Index Three-Year Performance Comparison

	Wilson JH		
	Base API Rank:		
	2010-11	2011-12	2012-13
Statewide Rank	4	7	7
Similar Schools Rank	5	9	8
	Actual API Change		
	2010-11	2011-12	2012-13
All Students	17	49	4
Ethnic Subgroups			
African American			
American Indian or Alaskan Native			
Asian			
Filipino			
Hispanic or Latino	20	44	9
Hawaiian or Pacific Islander			
White (not Hispanic)			
Two or More Races			
Other Subgroups			
Economically Disadvantaged	20	49	11
English Learners	27	17	15
Students with Disabilities			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced. "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

## Professional Staff

### Counseling & Support Staff

Wilson Junior High School provides professional, highly qualified staff who provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Wilson Junior High School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors and Support Personnel (Nonteaching Professional Staff) 2013-14		
	No. of Staff	FTE*
Academic Counselor	As Needed	
Library Clerk	1	0.8
Migrant Counselor	As Needed	
Nurse	As Needed	
Psychologist	1	0.5

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

### Teacher Assignment

During the 2013-14 school year, Wilson Junior High School had 30 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments						
	Wilson JH			ECESD		
	12-13	13-14	14-15	12-13	13-14	14-15
Total Teachers	30	30	30	190	211	221
Teachers with Full Credential	30	30	30	189	209	219
Teachers without Full Credential	0	0	0	1	2	2
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	1	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	1	1	0	0	2	6

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.

In the table in this report, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB- Compliant Teachers	Not Taught by NCLB- Compliant Teachers
2013-14		
Wilson JH	95.0%	5.0%
District Totals		
All Schools	97.0%	3.0%
High-Poverty Schools	97.0%	3.0%
Low-Poverty Schools	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

## Facilities & Safety

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Wilson Junior High School's original facilities were built in 1964, and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the past 12 months the following campus improvements have been completed:

- Landscaping throughout campus

Campus Description	
Year Built	1969
	Quantity
# of Permanent Classrooms	16
# of Restrooms (student use)	3
Cafeteria	1
Computer Lab/Classroom	1
Crib Room	1
Gym	1
Infant Playground	1
Minor Parent Room	1
Outdoor Covered Patio	1
Staff Lounge/Teacher Work Room	1
Weight Room	1

Every morning before school begins, the lead custodian inspects facilities for safety hazards or conditions that need attention prior to students and staff entering school grounds. Three day custodians and one evening custodian are assigned to Wilson Junior High School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Classroom cleaning
- General grounds maintenance
- Restroom cleaning
- Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Cafeteria cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff weekly concerning maintenance and school safety issues.

## Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, assistant principals and pupil supervisors are strategically assigned to designated entrance areas and school grounds. The principal, assistant principals, and pupil supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, assistant principals, and pupil supervisors monitor student behavior to ensure a safe and orderly departure.

Wilson Junior High is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

## School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Wilson Junior High in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's safety plan is reviewed, updated and discussed with school staff on an annual basis.

## Deferred Maintenance

Wilson Junior High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2013-14 school year, El Centro Elementary School District did not receive deferred maintenance funds from the State School Deferred Maintenance Program.

## Facilities Inspection

The district's maintenance department inspects Wilson Junior High on an annual basis in accordance with Education Code §17592.72(c)(1). Wilson Junior High uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on November 5, 2014. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2013-14, all restrooms were fully functional and available for student use.

## SARC Data & Internet Access

### DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Wilson Junior High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

### Public Internet Access Location

Parents may access Wilson Junior High School's SARC and access the internet at any of the county's public libraries. The closest public library to Wilson Junior High School is the El Centro Public Library.

El Centro Public Library  
539 W. State Street, El Centro  
Phone Number: (760) 337-4565  
Website: [www.cityofelcentro.org/library](http://www.cityofelcentro.org/library)  
Hours:  
Mon-Thurs 9am-6pm  
Fri 9am- 5pm  
Sat & Sun, Closed  
Number of Computers Available: 5

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: November 5, 2014	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			Building "A" Administration/Rooms 2-3 Computer Lab - Copy room: cracks on wall (EWO35320), North offices: paint peeling (EWO35321); Building "C" Rooms 11-14 Library - Girl's restroom: cracks around door (E35325), Library: stained ceiling tiles (E35354), Room 15: stained ceiling tiles (E35356), Library: wrinkled carpet (E35355); Building "J" Rooms 35-40 - Room 37: stained tile around exhaust vent (E35358), Room 37: laminate peeling off cabinets (E35359), Room 36: laminate peeling off cabinets (E35360), Room 35: laminate peeling off cabinets (E35361), Room 39: laminate peeling off cabinets (E35362); Building "E" Rooms 20-23 - Room 22: stained ceiling tiles (E35364); Building "F" Rooms 29-30 - stained ceiling tiles (E35365); Building "G" Rooms 31-32 - Room 31: torn carpet (E35367)
Cleanliness	✓			
Electrical	✓			Building "C" Rooms 11-14 Library - Room 13-1: one fixture out (E35324), Room 11: broken outlet (E35352); Building "H" MPR - Raceway hanging off south wall (E35368); Gym - Multiple bulbs out (E35372)
Restrooms/Fountains	✓			Building "C" Rooms 11-14 Library - Girl's & Boy's restroom: need to be remodeled (E35326); Gym - Girl's restroom: low water pressure (E35370), replace batteries in auto flush toilets/urinals (E35371)
Safety	✓			
Structural	✓			Building "A" Administration/Rooms 2-3 Computer Lab - Roof leaks throughout building (EWO35322)
External	✓			Building "B" Rooms 5-10 - Room 10: ramp needs to be repaired (EWO35323); Building "D" Rooms 24-28 - Paint north wall exterior (E35357); Building "J" Rooms 35-40 - Replace dead tree (E35363)
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
			✓	

Percentage Description Rating:

*Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.*



## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2012-13 salary comparison data was the most recent data available at the time this report was published.)

### Expenditures Per Student

For the 2012-13 school year, El Centro Elementary School District spent an average of \$7,810 of total general funds to educate each student (based on 2012-13 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2012-13		
	ECESD	State Average of Districts in Same Category
Beginning Teacher Salary	40,358	41,535
Mid-Range Teacher Salary	68,009	64,101
Highest Teacher Salary	85,501	82,044
Average Principal Salaries:		
Elementary School	103,189	104,336
Middle School	107,362	107,911
Superintendent Salary	154,367	155,309
Percentage of Budget For:		
Teacher Salaries	43	41
Administrative Salaries	6	6

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

Current Expense of Education Per Pupil 2012-13					
Dollars Spent Per Student					
Expenditures Per Pupil	Wilson JH	ECESD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	4,836	N/A	N/A	N/A	N/A
Restricted (Supplemental)	715	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,121	28,102	14.7%	4,690	87.9%
Average Teacher Salary	59,863	73,990	80.9%	67,289	89.0%

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

In addition to general fund state funding, El Centro Elementary School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the District received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- Class Size Reduction (Grades K-3)
- Education Protection Account
- Economic Impact Aid (EIA)
- Lottery: Instructional Materials
- Medi-Cal Billing
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III
- Transportation
- Transportation: Special Education

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the El Centro Elementary School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in January 2015.