



# Wilson Junior High School

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Maria Ambriz, Principal

## 2014-15 School Accountability Report Card

### Principal's Message

Published January 2016

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

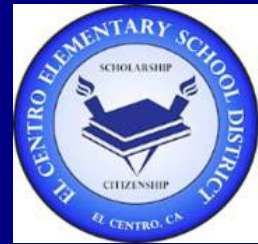
The El Centro Elementary School District is located in Imperial County, and is surrounded by thousands of acres of California's most productive farming land. El Centro Elementary School District is comprised of nine elementary schools and two middle schools, and educates almost 6,100 students in kindergarten 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 2014-15 school year, the school had an enrollment of 671 students including 8.8% in special education, 31.3% qualifying for English Language Learner support, and 79.6% qualifying for free or reduced price lunch.

Percentage of Students by Ethnicity/Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African American	1.5%	Kindergarten	
American Indian or Alaskan Native		Grade 1	
Asian	0.7%	Grade 2	
Filipino		Grade 3	
Hawaiian or Pacific Islander		Grade 4	
Hispanic or Latino	93.4%	Grade 5	
White (not Hispanic)	3.7%	Grade 6	
Two or More Races	0.6%	Grade 7	323
Socioeconomically Disadvantaged	79.6%	Grade 8	348
English Learners	31.3%		
Students with Disabilities	8.8%		
Migrant Education		Total	
Foster Youth	1.0%	Enrollment	671



A California  
"Schools to Watch, Taking Center Stage"  
Award Recipient



## El Centro Elementary School District

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

### Board of Trustees

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

### District Administration

**Jon K. LeDoux**  
Superintendent

**Ruben Castro**  
Associate Superintendent  
Educational Services/  
Human Resources

**Kristy Curry**  
Assistant Superintendent  
Administrative Services

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# 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 CST Results and CAASPP charts; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

**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 the assistant principal who work closely with the leadership team, reading coach, counselor, 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 18 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:

- 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 marching band, orchestra, chorus, auxiliary team, Connection Million Minds, and an after school ASES program (arts, dancing, sports, academics, and drama) for all students who wish to participate.

## 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		
2012-13	2013-14	2014-15
2	2	4

During the 2014-15 school year, Wilson Junior High School held staff development devoted to:

- Close Reading & Writing
- Common Core State Standards: English Language Arts Program Resources

- Data Analysis
- English Language Arts Grade Level Planning
- Student Engagement
- Unit Planning

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 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 adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, October 13, 2015, 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 #101315-1064 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 2015-16 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				
2012-13				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
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
2014-15				
English	28	5	15	10
Math	28	5	11	8
Science	33	0	5	15
History	31	0	12	8

\*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

Textbook information was obtained from district office personnel in December 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	78	67	102	224	196	291	329,370	279,383	243,603
Expulsions (#)	4	2	3	4	8	7	8,266	6,611	5,692

*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.*

## Student Achievement

### California Standards Test (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/sr/cstsciref.asp](http://www.cde.ca.gov/ta/tg/sr/cstsciref.asp).

California Standards Test (CST)									
All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	Wilson JH			ECESD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	77	70	68	59	59	53	59	60	56

California Standards Test (CST)	
Results by Student Subgroup	
2014-15	
	Percentage of Students Scoring at Proficient and Advanced Levels
ECESD	53
Wilson JH	68
Male	70
Female	68
Hispanic or Latino	67
White (not Hispanic)	92
Two or More Races	41
English Learners	42
Students with Disabilities	66
Migrant Education	41

*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.*

### 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 assessments by 2014. Meeting 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. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. 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		
2014-15		
Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Wilson JH	ECESD
Overall Performance	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	N/A	N/A
Math	NA	N/A
Graduation Rate	N/A	N/A
Attendance Rates	Yes	Yes
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	9/9	12/13
Number of Criteria Possible		

### 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			
2014-15			
Number of Standards Met:			
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Seventh	21.4%	19.3%	28.9%

*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.*

## California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

## 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 2014-15, Wilson Junior High qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

### California Assessment of Student Performance and Progress

#### All Students

#### Percentage of Students Meeting or Exceeding the State Standards

2014-15

	Wilson JH	ECESD	CA
English-Language Arts/Literacy	34	31	44
Mathematics	21	21	33

*Note: Students in grades 3-8 and 11 are given this test. 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.*

### Title I PI Status

2015-16

	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	9	9
% Schools Currently In PI	82%	82%

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

### CAASPP Assessment Results Disaggregated by Student Groups

2014-15

	English Language Arts/Literacy							Mathematics						
				Achievement Level							Achievement Level			
				1	2	3	4				1	2	3	4
	Total Enrollment	Number Tested	Percent Tested					Total Enrollment	Number Tested	Percent Tested				
Grade 7														
All Students Tested	317	316	99.7%	37.0%	33.0%	23.0%	6.0%	317	316	99.7%	49.0%	30.0%	14.0%	3.0%
Male	317	165	52.1%	42.0%	33.0%	20.0%	4.0%	317	165	52.1%	56.0%	29.0%	8.0%	3.0%
Female	317	151	47.6%	31.0%	34.0%	27.0%	8.0%	317	151	47.6%	41.0%	30.0%	21.0%	3.0%
African American	317	4	1.3%	*	*	*	*	317	4	1.3%	*	*	*	*
Asian	317	2	0.6%	*	*	*	*	317	2	0.6%	*	*	*	*
Hispanic or Latino	317	300	94.6%	37.0%	34.0%	4.0%	5.0%	317	300	94.6%	49.0%	29.0%	15.0%	2.0%
White (not Hispanic)	317	9	2.8%	*	*	*	*	317	9	2.8%	*	*	*	*
Two or More Races	317	1	0.3%	*	*	*	*	317	1	0.3%	*	*	*	*
Socioeconomically Disadvantaged	317	219	69.1%	42.0%	32.0%	21.0%	4.0%	317	219	69.1%	53.0%	29.0%	11.0%	2.0%
English Learners	317	95	30.0%	64.0%	27.0%	5.0%	0.0%	317	95	30.0%	75.0%	18.0%	4.0%	0.0%
Students with Disabilities	317	28	8.8%	79.0%	11.0%	7.0%	0.0%	317	28	8.8%	93.0%	4.0%	4.0%	0.0%
Migrant Education	317	39	12.3%	49.0%	28.0%	21.0%	0.0%	317	39	12.3%	51.0%	36.0%	5.0%	0.0%
Grade 8														
All Students Tested	350	348	99.4%	28.0%	29.0%	35.0%	4.0%	350	347	99.1%	41.0%	32.0%	14.0%	10.0%
Male	350	176	50.3%	34.0%	31.0%	28.0%	3.0%	350	175	50.0%	45.0%	27.0%	12.0%	11.0%
Female	350	172	49.1%	23.0%	27.0%	42.0%	6.0%	350	172	49.1%	37.0%	38.0%	16.0%	8.0%
African American	350	6	1.7%	*	*	*	*	350	6	1.7%	*	*	*	*
Asian	350	3	0.9%	*	*	*	*	350	3	0.9%	*	*	*	*
Hispanic or Latino	350	322	92.0%	29.0%	31.0%	33.0%	4.0%	350	321	91.7%	41.0%	32.0%	14.0%	9.0%
White (not Hispanic)	350	14	4.0%	14.0%	7.0%	64.0%	14.0%	350	14	4.0%	29.0%	29.0%	14.0%	29.0%
Two or More Races	350	3	0.9%	*	*	*	*	350	3	0.9%	*	*	*	*
Socioeconomically Disadvantaged	350	238	68.0%	31.0%	30.0%	32.0%	3.0%	350	237	7.7%	43.0%	33.0%	12.0%	8.0%
English Learners	350	100	28.6%	56.0%	32.0%	9.0%	0.0%	350	99	28.3%	67.0%	19.0%	5.0%	3.0%
Students with Disabilities	350	29	8.3%	86.0%	10.0%	0.0%	0.0%	350	29	8.3%	83.0%	7.0%	3.0%	0.0%
Migrant Education	350	34	9.7%	41.0%	44.0%	12.0%	3.0%	350	34	9.7%	62.0%	24.0%	6.0%	0.0%

*Note: The number of students tested includes students that did not receive a score; 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 students with scores. Level 1 = Standards not met; Level 2 = Standards nearly met; Level 3 = Standards met; Level 4 = Standards exceeded*

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/).

## 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) 2014-15		
	No. of Staff	FTE*
Academic Counselor	1	1.0
Library Clerk	1	0.8
Migrant Counselor	As Needed	
Nurse	As Needed	
Psychologist	1	0.5
Reading Coach	1	1.0
Average Number of Students per Academic Counselor		671

\*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 2014-15 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		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	30	30	28	211	221	217
Teachers with Full Credential	30	30	27	209	219	212
Teachers without Full Credential	0	0	1	2	2	5
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	2
Total Teacher Misassignments*	0	0	0	0	0	2
Teacher Vacancies	0	0	1	2	6	5

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 following table, 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
2014-15		
Wilson JH	91.0%	9.0%
District Totals		
All Schools	94.0%	6.0%
High-Poverty Schools	94.0%	6.0%
Low-Poverty Schools	100.0%	-

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:

- Upgrades to WiFi throughout campus
- Installation of a new phone system

#### 2015-16 Planned Campus Improvements:

- Installation of a new roof on the administration building
- Asbestos abatement
- Painting of the interior of the permanent classrooms
- Installation of new carpet in some classrooms

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 custodians are 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 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

## 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 in November 2015.

## 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 September 22, 2015. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status	
Item Inspected	Repair Status
Inspection Date: September 22, 2015	Good Fair Poor
Systems	✓ Gym: Northeast Double Doors - doors need repair; Locker Room Office - door needs doorstop; North Exterior Door - doorstop needs adjustment.
Interior Surfaces	✓ Bldg A/Admin/RMS1-3: Meeting Room, Mail Room & Room 2 - stained ceiling tiles; Office - patch hole; Principal's Office - broken tile. Portables 4-10: Portable 5 - stained ceiling tiles; Portable 7 - stained ceiling tiles/repair wallpaper north and west wall; Portable - stained ceiling tiles/repair wallpaper north wall; Portable 9 - light bulbs out, stained ceiling tiles; Portable 10 - stained ceiling tiles/repair wallpaper. Bldg J/Rooms 35-40: Room 36 - cabinets need door guides and trim replaced; Room 37 - cabinets need trim replaced; Room 38 - cabinet guides and trim need replaced/stained ceiling tiles; Room 39 - cabinet guides and trim need replaced/broken ceiling tiles; Boy's RR - faucet loose east door/faucet not working; Girl's RR - stall needs toilet seat; Hallway - broken ceiling tiles. MPR: Restrooms - south wall reinstall wire mold, wire mold box missing, wire hanging south wall; Kitchen - wire mold missing cover. Bldg C/Rooms 11-19: Room 11 - repair concrete under door, stained ceiling tiles; Room 12 - broken ceiling tiles; Boy's RR - repair tiles; Room 14 - repair carpet rip south wall; Rooms 15 & 19 - stained ceiling tiles; Girl's RR - paint peeling on ceiling. Bldg E/Rooms 20-23: Rooms 20, 22 & 23 - stained ceiling tiles; Room 23 - adjust door. Bldg F/Rooms 29-30: Speech Room - stained, broken and missing ceiling tiles, repair cracks on walls; Room 29 - stained ceiling tiles. Bldg G/Rooms 31-32: Room 31 - ceiling tiles out of place, repair wallpaper; Room 32 - stained ceiling tiles. Lounge: ceiling tiles out of place, paint drywall patch sink area.
Cleanliness	✓
Electrical	✓ Bldg A/Admin/RMS 1-3: Nurse's RR - missing light cover; South Office - fixture out; Radio Room - missing cover outlet; Room 1-4 - light out; Room 2 - broken light lens; Room 3 - broken light cover. Bldg J/Rooms 35-40: Rooms 35 & 40 - light bulbs out; Boy's RR - switch cover missing/light fixture out; Girl's RR - light fixture out; Janitor Rm - light fixture out/missing box cover. Gym: high bay light out; alarm keypad failing; Boy's Locker Rm - light fixture out; MPR: light fixtures out; Restrooms & Kitchen - light fixtures out. Bldg C/Rooms 11-19: Room 11 - missing receptacle cover; Room 12 - light fixture out; Room 13 - missing receptacle cover north wall; Room 14 - remount receptacle on west wall; Room 15 - light fixtures out; install blank cover; Room 16 - speaker hanging from ceiling, replace receptacle cover; Room 17 - light fixture out; Room 18 - light fixtures out; Room 19 - light fixture out, remove old clock. Bldg D/Rooms 25-28: Rooms 25 & 28 - light fixture out; Room 24 - clock not working. Bldg E/Rooms 20-23: Room 20 - light fixture out. Bldg F/Rooms 29-30: Room 30 - track lite lamps out, light fixtures out on stage. Bldg G/Rooms 31-32: Rooms 31 & 32 - light fixture out. Lounge: exhaust fan not working.
Restrooms/Fountains	✓ Gym: Boy's RR - sink faucets not working; Girl's RR - showers, no water pressure. Bldg C/Rooms 11-19: Boy's RR - missing partition door, repair tiles, loose faucet by entry door, faucet on SE sink not working, urinal plumbing loose, damaged partition stall; Girl's RR - repair partitions. Bldg E/Rooms 20-23: Room 20 - drinking fountain not working. Lounge: loose toilet.
Safety	✓
Structural	✓
External	✓
Overall Summary of School Facility Good Repair Status	
Overall Summary	Exemplary Good Fair Poor
	✓

Percentage Description Rating:

Poor: The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.



## 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: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

### Expenditures Per Student

For the 2013-14 school year, El Centro Elementary School District spent an average of \$8,568 of total general funds to educate each student (based on 2013-14 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 2013-14		
	ECESD	State Average of Districts in Same Category
Beginning Teacher Salary	-	42,723
Mid-Range Teacher Salary	70,729	65,936
Highest Teacher Salary	88,921	84,545
Average Principal Salaries:		
Elementary School	108,612	106,864
Middle School	109,206	110,494
Superintendent Salary	168,558	15,933
Percentage of Budget For:		
Teacher Salaries	42	40
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/>.

## 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 AYP, CST, CAASPP, 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-7pm  
Fri: 9am- 5pm  
Sat: 9am-1pm  
Sun: Closed

Number of Computers Available: 5

### Current Expense of Education Per Pupil 2013-14

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	4,870	N/A	N/A	N/A	N/A
Restricted (Supplemental)	507	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,362	4,445	98.1%	5,348	81.6%
Average Teacher Salary	62,481	76,291	81.9%	69,086	90.4%

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 2013-14 school year, the District received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing
- Ongoing & Major Maintenance Account
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III

### 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 December 2015.