



Wilson Junior High School

600 South Wilson, El Centro, CA 92243
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 Maria Ambriz, Principal

2012-13 School Accountability Report Card

Published January 2014

Principal's Message

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 6,000 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 2012-13 school year, the school had an enrollment of 689 students including 9% in special education, 49.8% qualifying for English Language Learner support, 9% migrant education, and 76.8% qualifying for free or reduced price lunch. Wilson Junior High School achieved a 2013 Academic Performance Index (API) score of 831.

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 TeleParent 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.

Percentage of Students by Ethnicity/Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African American	1.6%	Kindergarten	
American Indian or Alaskan Native	0.3%	Grade 1	
Asian	1.3%	Grade 2	
Filipino	0.4%	Grade 3	
Hawaiian or Pacific Islander	0.1%	Grade 4	
Hispanic or Latino	92.3%	Grade 5	
White (not Hispanic)	3.2%	Grade 6	
Two or More Races	0.4%	Grade 7	337
		Grade 8	352
		Total Enrollment	689



El Centro Elementary School District

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

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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 16 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 aligned to the California State Content Standards and Frameworks 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, STAR test results 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
- Math Support Classes (Successmaker)
- 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 revolve around the California State Content Standards and Frameworks.

Staff Development Days Three-Year Trend		
2010-11	2011-12	2012-13
3	3	2

During the 2012-13 school year, Wilson Junior High School held staff development devoted to:

- Reading Intervention
- Student Engagement
- Data Analysis
- English Language Arts Program Resources
- SPARKS Training
- Unit 1 Planning
- Common Core State Standards
- English Language Arts Grade Level
- Frontloading Science
- Non-Violent Crisis Prevention Intervention
- School Business

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 California Content Standards and Frameworks. 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 8, 2013, 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 #100813-1012 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 2013-14 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

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			
	10-11	11-12	12-13
Suspensions (#)	96	199	114
Suspensions (%)	13.19%	27.60%	16.55%
Expulsions (#)	2	5	4
Expulsions (%)	0.27%	0.69%	0.58%
All Middle Schools			
	10-11	11-12	12-13
Suspensions (#)	212	326	167
Suspensions (%)	16.61%	36.42%	15.51%
Expulsions (#)	6	7	4
Expulsions (%)	0.47%	0.78%	0.37%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

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				
2010-11				
Subject	Average Class Size	Number of Classes		
		1-20	21-32	33+
English	49.1	1	4	11
Math	69	0	4	5
Science	131.4	0	0	5
History	80.6	0	1	7
2011-12				
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

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 & Language Central</i>	0%	6-8
Math				
2001	Yes	Holt, Rinehart & Winston: <i>California Mathematics</i>	0%	6-8
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 December 2013.

Student Achievement

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.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2012-13

Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?

AYP Criteria	Wilson JH	ECESD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	No
Math	No	No
API	Yes	Yes
Graduation Rate	N/A	N/A

AYP Performance Level

Number of AYP Criteria		
Met Out of the Total	9/17	14/25
Number of Criteria Possible		

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

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English/language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>.

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	50	51	50
Science	73	73	77	57	60	59	57	60	59
History	31	42	50	39	46	54	48	49	49

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results

Ethnic Subgroups

Percentage of Students Scoring at Proficient and Advanced Levels

2012-13

	Wilson JH							
	American				Hawaiian		White	Two or
	African	Indian or			Hispanic	or Pacific	(not	More
	American	Alaskan	Asian	Filipino	or Latino	Islander	Hispanic)	Races
English-Language Arts					58		85	
Math					55		80	
Science					76		92	
History					49		69	

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

STAR Results

Other Subgroups

Percentage of Students Scoring at Proficient and Advanced Levels

2012-13

	Wilson JH					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	55	63	25	53	51	50
Math	57	56	25	53	25	55
Science	79	76	41	74		76
History	53	47	10	44	9	31

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

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/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2012-13

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

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

Academic Performance Index Three-Year Performance Comparison										
		Wilson JH Base API Rank:								
		2010			2011		2012			
Statewide Rank		4			4		7			
Similar Schools Rank		5			5		9			
	Wilson JH			Wilson JH		ECESD		State		
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth	
	2010-11	2011-12	2012-13	2012-13		2012-13		2012-13		
All Students		17	49	4	672	831	3,730	797	4,655,989	790
Ethnic Subgroups										
African American					10		48	781	296,463	708
American Indian or Alaskan Native					2		7		30,394	743
Asian					9		26	970	406,527	906
Filipino					2		3		121,054	867
Hispanic or Latino		20	43	8	622	826	3,469	793	2,438,951	744
Hawaiian or Pacific Islander					1		1		25,351	774
White (not Hispanic)					20	924	152	871	1,200,127	853
Two or More Races					5		20	817	-	
Other Subgroups										
Economically Disadvantaged		20	49	11	535	809	3,089	781	2,774,640	743
English Learners		27	15	1	295	760	2,081	751	1,482,316	721
Students with Disabilities					71	658	441	676	527,476	615

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 2012-13, Wilson Junior High qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Title I PI Status 2013-14			
	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%	

The statistical information in this table reflects the PI status during the 2013-14 school year.

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/.

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.

Counselors and Support Personnel (Nonteaching Professional Staff) 2012-13		
	No. of Staff	FTE
Academic Counselor	1	*
Library Clerk	1	0.8
Migrant Counselor	1	*
Nurse	1	*
Psychologist	1	0.5
Average Number of Students per Academic Counselor		689

FTE = Full-Time Equivalent
* = As Needed

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.

Teacher Assignment

During the 2012-13 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			
	10-11	11-12	12-13	13-14	10-11	11-12	12-13	13-14
Total Teachers	32	34	30		244	224	190	
Teachers with Full Credential	32	34	30		242	224	189	
Teachers without Full Credential	0	0	0		2	0	1	
Teachers Teaching Outside Subject Area	1	0	0		1	0	1	
Teacher Misassignments for English Learners	0	0	0	0	0	0	0	0
Total Teacher Misassignments	0	0	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	3	0	0	0

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
	2012-13	
Wilson JH	100.0%	0.0%
District Totals		
All Schools	98.0%	2.0%
High-Poverty Schools	98.0%	2.0%
Low-Poverty Schools	100.0%	0.0%

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:

- Installation of new carpet in some classrooms
- Painting of the exterior of buildings
- Installation of new locks on all doors
- Landscaping throughout campus
- Installation of a new HVAC system

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

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

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 2012-13 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 September 10, 2013. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2012-13, all restrooms were fully functional and available for student use.

Item Inspected	School Facility Good Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: September 10, 2013				
Systems	✓			
Interior Surfaces		✓		Building "A" Office, Rooms 1-3 - Stained ceiling tiles; Building "B" Rooms 4-10 - Room 10 has stained ceiling tiles; Building "C" Library/Rooms 11-19 - Library carpet is torn; Building "E" Rooms 20-23 - Room 23 has stained ceiling tiles
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains		✓		Building "C" Library/Rooms 11-19 - Boy's restroom last stall is leaking and faucet is loose, girl's restroom handicap stall is not working; Building "J" Rooms 35-40 - Boy's restroom has loose faucet
Safety	✓			
Structural	✓			
External	✓			Building "F" Rooms 29-30 - Room 26 concrete is chipped in front of the room
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

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
Hours:
Mon-Thurs 9am-6pm
Fri 9am- 5pm
Sat & Sun, Closed
Number of Computers Available: 5

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: 2011-12 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2011-12		
	ECESD	State Average of Districts in Same Category
Beginning Teacher Salary	39,753	41,327
Mid-Range Teacher Salary	66,989	63,903
Highest Teacher Salary	84,218	81,573
Average Principal Salaries:		
Elementary School	102,375	103,887
Middle School	107,362	107,439
Superintendent Salary	152,262	155,551
Percentage of Budget For:		
Teacher Salaries	41	41
Administrative Salaries	6	6

Expenditures Per Student

For the 2011-12 school year, El Centro Elementary School District spent an average of \$7,647 of total general funds to educate each student (based on 2011-12 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/ and 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.)

Current Expense of Education Per Pupil

2011-12

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	4,541	N/A	N/A	N/A	N/A
Restricted (Supplemental)	801	N/A	N/A	N/A	N/A
Unrestricted (Basic)	3,740	1,596	234.3%	5,537	67.5%
Average Teacher Salary	56,670	71,407	79.4%	66,594	85.1%

In addition to general fund state funding, El Centro Elementary School District receives state and federal categorical funding for special programs. For the 2011-12 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)
- Early Mental Health Initiative
- Education Jobs Fund
- Economic Impact Aid (EIA)
- Lottery: Instructional Materials
- Medi-Cal Billing
- Ongoing & Major Maintenance Accounts
- 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 December 2013.