



Wilson Junior High School

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Maria T. Ambriz, Principal



2018-19 School Accountability Report Card



El Centro Elementary School District

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Principal's Message

Published January 2020

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

Our mission is to prepare all students for success in higher education and beyond by fostering the development of our school pride.

District & School Description

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, two middle schools, and one home school academy which educates approximately 5,700 students in transitional 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 2018-19 school year, the school had an enrollment of 685 students including 9.7% in special education, 10.7% qualifying for English Language Learner support, 0.4% homeless youth, 0.6% foster youth, and 35% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	1.5%	Grade 7	348
American Indian or Alaskan Native		Grade 8	337
Asian	0.6%		
Filipino			
Hawaiian or Pacific Islander			
Hispanic or Latino	95.2%		
White (not Hispanic)	1.9%		
Two or More Races	0.4%		
Socioeconomically Disadvantaged	35.0%		
English Learners	10.7%		
Students with Disabilities	9.7%		
Homeless	0.4%	Total	685
Foster Youth	0.6%	Enrollment	



A California
"Schools to Watch, Taking Center Stage"
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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) that supports the priorities for the state of California. The following components of this SARC address some of the State's priorities:

State Priority 1: Basic (Conditions of Learning)

The SARC provides the following information relevant to the State priority:

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching.
- Pupils have access to standards-aligned instructional materials; and school facilities are maintained in good repair.

State Priority 2: State Standards (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 2.

State Priority 3: Parental Involvement (Engagement)

The SARC provides the following information relevant to the State priority:

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

State Priority 4: Pupil Achievement (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (CCSS) (for students with the most significant cognitive disabilities).
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

State Priority 5: Pupil Engagement (Engagement)

The SARC provides the following information relevant to the State priority:

- High school dropout rates
- High school graduation rates

State Priority 6: School Climate (Engagement)

The SARC provides the following information relevant to the State priority:

- Pupil suspension rates
- Pupil expulsion rates
- Other local measures on the sense of safety

State Priority 7: Course Access (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 7.

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Pupil outcomes in the subject area of physical education.

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 planners, monthly calendars, 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
Fundraising Activities

Committees

English Learner Advisory Council
LCAP Parent Committee
Parent Teacher Association
School Site Council

School Activities

Back to School Night
Band/Orchestra Performance
Concert of Premiers
Family Fun Nights

Parent Conferences
Parent Teacher Association Activities
Lunch on the Lawn
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 principals, instructional coach, the counselor, 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 23 years and serving Wilson Junior High School since the 2013-14 school year. 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 California 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. All classes are Structured English Immersion (SEI) and English learners may be clustered during ELD instruction. 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 Study Sync series, a state-approved reading intervention program and textbook adoption. English Learners are assessed annually using the ELPAC exam (English Language Proficiency Assessment for California); 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 Interim Assessment Blocks (IAB), as well as, modules 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 Student StudyTeam pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- StudySync
- After School & Saturday Academies (Language Arts & Math)
- Math Intervention

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

Enrichment Programs

Wilson Junior High School offers yearbook activities, marching band, orchestra, chorus, auxiliary team, STEM, Spanish, music, AVID, 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 in the El Centro Elementary School District are aligned to the California State Standards.

During the 2018-19 school year, Wilson Junior High School held site-based professional development devoted to:

- AVID
- ELA StudySync
- ELA/Math Online Assessments
- ELD Strategies
- Next Generation Science Standards (NGSS)
- GATE
- GO Math!
- Learning Intervention/Success Criteria
- Positive Behavior Intervention & Support
- Staff Capacity
- Writing Buckets
- Universal Design for Learning (UDL)

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

During the 2017-18, 2018-19 and 2019-20 school years, El Centro Elementary School District provided districtwide professional development training on these topics:

2017-18 & 2018-19 Trainings:

- AVID in the Content-Specific Classroom
- CPR and First Aid for PE Teachers
- Curriculum Embedded Technology Training
- Intro to New Financial System, AED Training, Technology Updates
- Schoolwide AVID Training
- Student Engagement and the Adolescent Brain Workshop with Author Heather Wolpert-Gawron for Teachers
- Math Lesson Studies
- Synergy Grade Book

- StudySync ELA Curriculum
- Positive Behavior Intervention & Support
- Co-Teaching Training
- Illuminate Data and Assessment
- Synergy Online Report Cards
- ELPAC
- Schoolwide AVID
- California School Dashboard
- Dual Immersion Team Training
- CAASPP Training
- History-Social Studies Framework
- Art Workshops
- English Learner Institute
- Read 180 Universal Intervention Training
- Data Teams Training
- Universal Design for Learning (UDL) Site Team Training
- Renaissance Star Reading, Math, and Early Literacy Training

2019-20 Trainings:

- Building Positive School and Classroom Culture
- CPR and First Aid for PE Teachers
- Department Collaboration Meetings
- Support for New Teachers in ELA Curriculums, Math Curriculums, Online Gradebook and Report Cards, Science Kits
- Digital Badging Trainings in District Curriculum and STAR Assessments
- Reading and Math Intervention Program Trainings
- New Social Studies Curriculum
- Math Lesson Studies
- Math 180 Training
- Math 180, Read 180, System 44, and Do the Math Coaching Support
- Schoolwide AVID
- Universal Design for Learning (UDL)
- Co-Teaching
- Technology Integration with District Initiatives and Curriculum
- Trauma Informed Practices
- GATE Teacher Annual Training

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 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 8, 2019, 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 No. 100819-3003 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 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.

Wilson Junior High implements the Positive Behavioral Interventions and Supports (PBIS) program. Its emphasis is to create school-wide systems of support that include

proactive strategies for defining, teaching, and supporting appropriate social skills to create positive school environments. Through PBIS, the school community provides intentional structures for student success through positive behavior expectations. Students are taught to be respectful, responsible, and safe. Positive behavior expectations are posted in the classrooms and throughout the campus. Staff members address students who violate behavior expectations and remind them of location expectations and appropriate social skills.

Class Size

The Average Class Size & Class Size 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 1-22 students, 23-32 students, and 33 or more students.

Average Class Size and Class Size Distribution

2016-17				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	30	2	15	10
Math	28	4	11	7
Science	31	0	11	9
Social Science	29	2	12	6
2017-18				
English	27	8	14	6
Math	26	6	10	6
Science	30	4	6	11
Social Science	28	4	11	5
2018-19				
English	30	6	6	18
Math	30	1	11	9
Science	29	5	7	12
Social Science	29	4	8	9

*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.

Suspensions and Expulsions

	Wilson JH			ECESD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions (%)	5.60%	4.10%	3.30%	1.80%	1.60%	1.70%	3.60%	3.50%	3.60%
Expulsions (%)	0.44%	0.15%	0.27%	0.05%	0.03%	0.05%	0.09%	0.08%	0.09%

Textbooks

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	McMillan/McGraw-Hill: <i>California StudySync</i>	0%
Math			
2014	Yes	Houghton Mifflin Harcourt: <i>California Go Math!</i>	0%
Science			
2018	Yes	ECESD NGSS Science Kits	0%
Social Science			
2019	Yes	TCI: History Alive!	0%

Student Achievement

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/.

California Physical Fitness Test Results

2018-19

% of Standards Met:

4 of 6 5 of 6 6 of 6

Grade Level	4 of 6	5 of 6	6 of 6
Seventh	16.7%	31.1%	20.2%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Wilson JH		ECESD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8

Percentage of Students Meeting or Exceeding the State Standards

	Wilson JH		ECESD		CA	
	17-18	28-19	17-18	28-19	17-18	28-19
English-Language Arts/Literacy	43.4	48	42.8	45	49.88	51
Mathematics	34	31	29.83	33	38.65	40

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8) 2018-19

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	684	677	99.0%	1.0%	47.6%	684	676	98.8%	1.2%	30.5%
Male	331	327	98.8%	1.2%	43.7%	331	328	99.1%	0.9%	32.3%
Female	353	350	99.2%	0.8%	51.1%	353	348	98.6%	1.4%	28.7%
Black or African American	11	11	100.0%	0.0%	9.1%	11	11	100.0%	0.0%	9.1%
Asian	6	6	100.0%	0.0%	--	6	6	100.0%	0.0%	--
Hispanic or Latino	649	642	98.9%	1.1%	47.4%	649	641	98.8%	1.2%	29.3%
White	13	13	100.0%	0.0%	76.9%	13	13	100.0%	0.0%	76.9%
Two or More Races	4	4	100.0%	0.0%	--	4	4	100.0%	0.0%	--
Socioeconomically Disadvantaged	544	539	99.1%	0.9%	43.1%	544	538	98.9%	1.1%	27.0%
English Learners	267	262	98.1%	1.9%	19.1%	267	262	98.1%	1.9%	8.4%
Students with Disabilities	78	77	98.7%	1.3%	7.8%	78	78	100.0%	0.0%	2.6%
Students Receiving Migrant Services	6	5	83.3%	16.7%	--	6	5	83.3%	16.7%	--

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

An asterisk (*) appears in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement

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.

Academic Counselors and Other Support Staff 2018-19		
	No. of Staff	FTE*
Academic Counselor	1	1.0
Library Clerk	1	0.8
Migrant Counselor	1	0.2
Nurse	As Needed	
Psychologist	1	0.5
Instructional Coach	1	1.0
Computer Technician	1	1.0
Average Number of Students per Academic Counselor		685

**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 2018-19 school year, Wilson Junior High School had 28 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teacher that grade level, subject area, student group, etc.

Teacher Credentials and Assignments						
	Wilson JH			ECESD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	29	30	31	229	231	245
Teachers with Full Credential	28	28	27	224	225	213
Teachers without Full Credential	1	2	4	5	6	32
Teaching Outside Subject Area (with full credential)	0	1	1	0	2	3
Misassignments of Teachers of English Learners	1	0	0	2	0	0
Total Teacher Misassignments*	1	0	0	2	0	0
Teacher Vacancies	1	1	0	2	6	0

*Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.*

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 Rooms 8, 32 & 33

2019-20 Campus Improvements

- Installation of new carpet in Room 7

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 Portable Classrooms	0
# of Restrooms (student use)	3
Cafeteria	1
Computer Labs/Classrooms	2
Gym	1
Outdoor Covered Patios	2
Staff Lounge/Teacher Work 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 2019.

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 June 1, 2019. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2018-19, all restrooms were fully functional and available for student use.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located 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, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

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-7pm

Fri: 9am- 5pm

Sat: 9am-1pm

Sun: Closed

Number of Computers Available: 5

Item Inspected		School Facility Good Repair Status	
		Repair Status	
		Good	Fair
		Poor	Repair Needed and Action Taken or Planned
Inspection Date: June 1, 2019			
Systems		✓	Teacher Lounge - Vent cover is broken
Interior Surfaces		✓	Admin - Stained ceiling tiles; Mail Room & 36 - Ceiling tiles have water stains; 34 - Ceiling tile has a water stain, 33 - Carpet is worn and lifting; Kitchen - Formica is chipping on counter top; Speech - Ceiling tiles have water stains, ceiling tiles are broken, ceiling tiles have holes, plaster is chipping, rubber molding is loose, carpet is worn; 29 - Ceiling tile is stained, floor tiles are broken; 32 - Ceiling tiles have water stains, carpet is torn and lifting, wall paper is torn; 31 & 5 - Ceiling tiles are torn, wall paper is torn; 21/Lounge - Rubber molding is torn; 22 & 23 - Ceiling tiles have water stains, formica trim is peeling on counter top; 24 - Ceiling tile has a water stain, threshold is missing; 15 & 9 - Ceiling tiles have water stains, ceiling tile has a hole; Library - Ceiling tiles are broken, ceiling tiles have holes; 18, 37 & Workroom - Ceiling tiles have water stains, ceiling tile is broken, Boys RR - Three stall doors are missing, wall tiles are missing; Girls RR - Floor tiles are missing, wall tiles missing; Boys RR - Wall tiles are missing, one stall door is missing; Storage - Ceiling tiles are missing; Girls Locker Room - Ceiling tile has a water stain in office; 8 & 7 - Wall paper is torn; 3 - Ceiling tiles have water stains, tile is broken, formica is chipping, counter top back splash is broken
Cleanliness		✓	33, 15, 16, 17, 19, Prep Room & Workroom - Unsecured items are stored too high; Boys RR & Girls RR - Needs extra cleaning; Storage & Storage - Extremely dirty
Electrical		✓	Data/Electrical - Obstruction in front of panels; 34 - Electrical covers are missing; 30 - Outlet cover is broken; Library - Three light ballast are out; 35 - Electrical cover missing; Boys RR - Switch plate is missing; Boys RR, Unisex RR & Girls RR - Hand dryers have no power; 8 - Light diffuser is broken, ethernet box is broken/loose
Restrooms/Fountains		✓	
Safety		✓	Admin - No smoke detectors in admin, paint is peeling on ceiling; Copy Room & Girls RR - Paint is peeling on the wall; Student Services & 3 - Paint is peeling on exterior wall; MPR - Paint is peeling on the eaves (rusted); Library - Paint is peeling on both interior and exterior walls; Girls RR - Paint/plaster are chipping; 39 - Paint is peeling on flashing through the wing; Boys Locker Room - Paint is peeling on ceiling; Boys RR - Paint is peeling on the walls
Structural		✓	33 - Structure supports are leaning, skirting is loose; 31 - Ramp has holes rusted through; 18 & 19 - Stucco is chipping at entry; 5 - Floor is sloping
External		✓	34 - Trip hazards along entire walkway; Band Room - Window is boarded up; Art Room - Dry rot at base of door; 8 & 7 - Skid paint is peeling, door is gouging ramp; 3 - Broken valve box
Overall Summary of School Facility Good Repair Status			
Overall Summary		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.

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: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2017-18 school year, El Centro Elementary School District spent an average of \$12,338 of total general funds to educate each student (based on 2017-18 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.)

Teacher and Administrative Salaries 2017-18		
	ECESD	State Average of Districts in Same Category
Beginning Teacher Salary	55,141	49,378
Mid-Range Teacher Salary	83,508	77,190
Highest Teacher Salary	107,594	96,607
Average Principal Salaries:		
Elementary School	129,815	122,074
Middle School	-	126,560
Superintendent Salary	206,835	189,346
Percentage of Budget For:		
Teacher Salaries	36	36
Administrative Salaries	7	6

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

Expenditures Per Pupil and School Site Teachers Salaries 2017-18					
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	7,977	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,364	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,613	63,168	10.5%	507	1304.4%
Average Teacher Salary	82,722	88,426	93.5%	77,619	106.6%

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 2017-18 school year, the District received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- California Clean Energy Jobs Act
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- 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 was acquired in October 2019 and school facilities sections were acquired in November 2019.