SARC

School Accountability Report Card 2018-19
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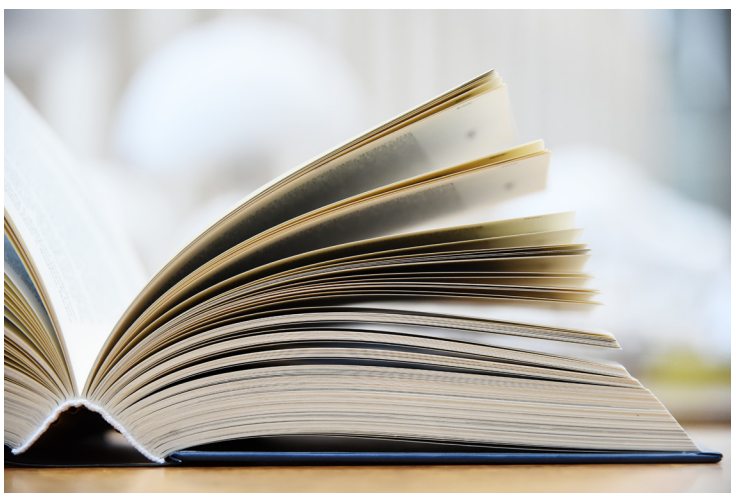
Wilkerson School

"Wilkerson Wildcats Learn, Lead and Succeed."

Grades K-6
CDS Code 19-64501-6013189

Maricela Borja
Principal
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Para español, visita web.emcsd.org

El Monte City School District

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Dr. Maribel Garcia, Superintendent ▪ mgarcia@emcsd.org ▪ (626) 453-3700

Principal's Message

Welcome Back Wilkerson Wildcats Families!

Welcome back to the 2019-2020 school year! Wilkerson staff is committed to several things. First, we believe in Success.... Nothing less!!!! We want our students to always try their best! Our teachers and staff are committed to doing all it takes to ensure that all our students achieve academic success. Our school motto is Wilkerson Wildcats will Learn, Lead and Succeed!!!

We continue to be a Leader in Me School. A Leader in Me School is a school where everyone can be a leader, everyone can be a genius, educators empower students to lead their own learning, change starts with each student, and develops the whole person. We hold high expectations for student learning and behavior to promote success. Leader in Me focuses on the 7 Habits and will continue empowering students to learn and practice the Seven Habits of Highly Effective People. Each of the 7 habits is based on principles of effectiveness, paradigms that are aligned to practices that produced effective results. These habits provide students the tools to develop their full potential. We continue with Wildcat Wednesdays. We come together and celebrate being a leader by walking for 10 minutes as a family and dedicating the first 20 minutes of the day to the Leader in Me curriculum.

At Wilkerson, we believe that family support is a vital part of the educational process. We respect and encourage working together as partners between school and home. We welcome the parent participation and encourage you to contact our Community Liaison, Mrs. Irma Centeno, for more information about how to volunteer and get information on different types of parent trainings we offer at Wilkerson School. Mrs., Centeno works closely with families by providing valuable resources. We encourage all parents to get involved in our school events. Parents can be involved in bringing new ideas and programs to our school. Our parents play a crucial role in student success and they support that by joining one of our organizations such as School Site Council (SSC), our English Leaners Advisory Committee (ELAC).

We will continue with Leader of the Month assemblies in which we honor those LEADERS who participate and demonstrate the leadership skills instilled by Leader in Me Program. We will honor students throughout the school year recognizing their efforts in the areas of perfect attendance, LEADER of the Month; Reading Achievement based on the RI growth and celebrate students when they meet their AR (Accelerated Reading) word goal.

This year our focus will also be building relationships--knowing students, families, colleagues and community. As educators, we have an opportunity to create this sense of felt safety and belonging while children are here at school. We foster caring and supportive relationships among all adults and the children at Wilkerson.

Wilkerson has the greatest students, teachers and staff. Again, we welcome you to visit our campus to share and celebrate our continuing successes throughout the 2019-2020 school year!

Respectfully,

Maricela Borja,
Principal

School Mission Statement

Our school mission is to maintain a tradition of academic excellence in a safe and orderly learning environment. We believe each child is unique and deserving of both a rigorous and supportive school environment. Our purpose is to educate students to be responsible and fulfilled individuals able to succeed in our society.

School Vision Statement

All learners BELIEVE in their power to embrace learning to excel and to OWN their future.

Wilkerson students will have success for today and be prepared for tomorrow!

Parental Involvement

Mrs. Irma Centeno is our community liaison. Mrs. Centeno coordinates our parent-volunteer program, English Learner Advisory Committee (ELAC) and School Site Council (SSC). Parents are always welcome at Wilkerson School. There are many opportunities for parental involvement, including monthly parent informational meetings, grade-level parent meetings, English as a Second Language classes, and membership on the ELAC and SSC. Parents may also volunteer in the media center and classrooms or at the book fair, field days, Oktoberfest, Father and Daughter Dance, Mother and Son Dance, fundraisers, and other school-related activities. Parents are also encouraged to attend parent conferences, back-to-school night, open house and parent-training workshops. We also have a classroom designated specifically for our parents.

We welcome parent participation and encourage you to contact our community liaison at (626) 575-2331, extension 2514, for more information about how to volunteer and get information on different types of parent trainings we offer at Wilkerson School.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

Our purpose is to educate all students to develop skills, knowledge and attitudes to be responsible, productive and fulfilled individuals able to succeed ethically in a democratic society.

School Board

Jennifer Cobian, President

Elizabeth Rivas, Vice President
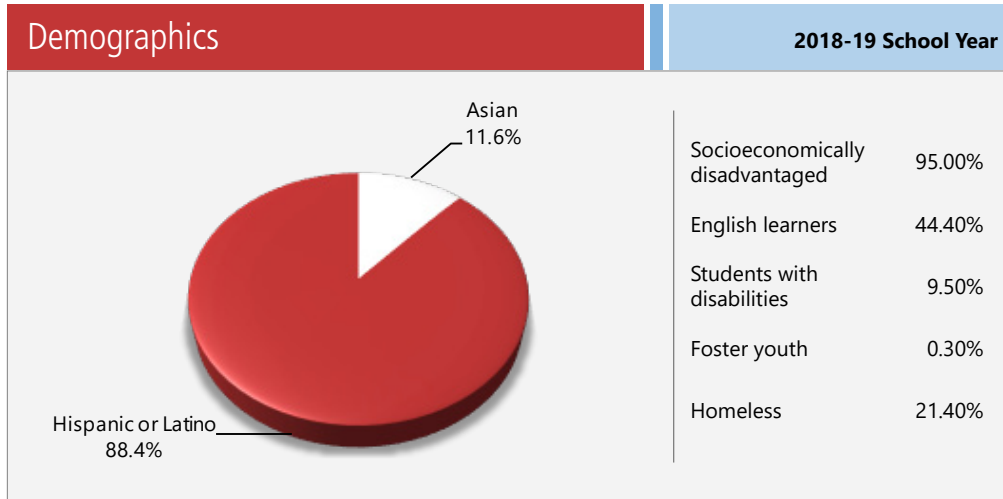
Julia Ruedas, Clerk

Lisette Mendez, Member

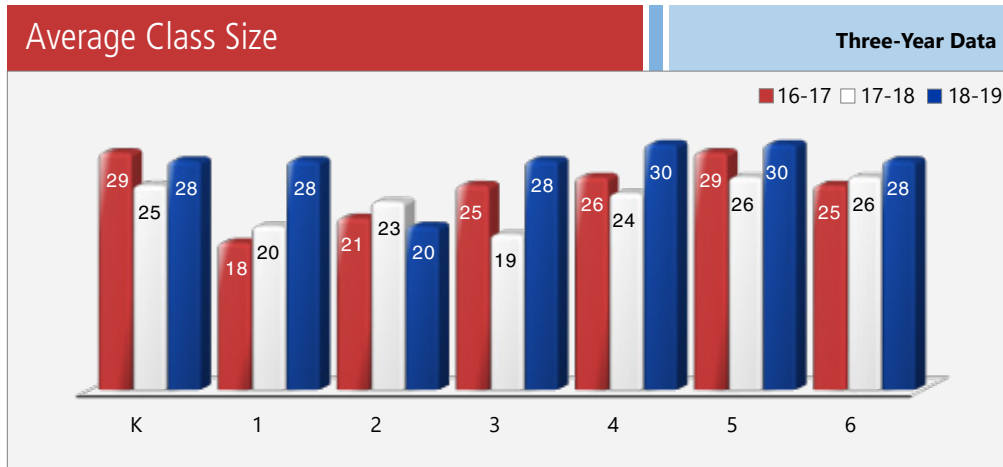David Siegrist, LACSTA Representative

Enrollment by Student Group

The total enrollment at the school was 378 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics | 2018-19 School Year

Asian
11.6%

Hispanic or Latino
88.4%

Socioeconomically disadvantaged	95.00%
English learners	44.40%
Students with disabilities	9.50%
Foster youth	0.30%
Homeless	21.40%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

Grade	Students
K	69
1	57
2	46
3	56
4	47
5	51
6	52

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.
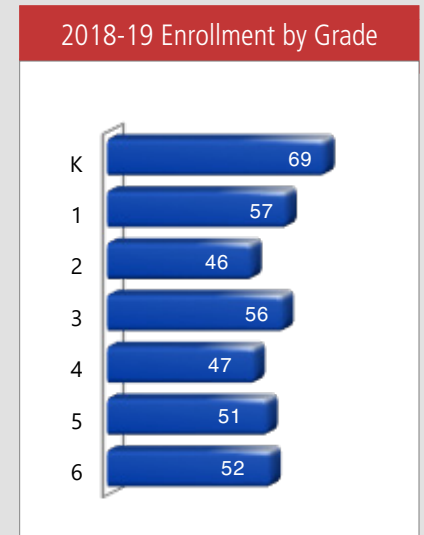
Average Class Size | Three-Year Data

Legend: ■ 16-17 □ 17-18 ■ 18-19

Grade	16-17	17-18	18-19
K	29	25	28
1	18	20	28
2	21	23	20
3	25	19	28
4	26	24	30
5	29	26	30
6	25	26	28

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Wilkerson School			
	16-17	17-18	18-19
Suspension rates	0.0%	0.5%	0.0%
Expulsion rates	0.0%	0.0%	0.0%

El Monte City SD			
	16-17	17-18	18-19
Suspension rates	1.4%	1.2%	0.5%
Expulsion rates	0.0%	0.0%	0.0%

California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size | Three-Year Data

Grade	2016-17			2017-18			2018-19		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2			2			2	
1	3				3			3	
2		3			2			2	
3		2			3			2	
4		2			2			2	
5		2			2			2	
6		3			2			2	

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) 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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Wilkerson School		El Monte City SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Wilkerson School		El Monte City SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	46%	41%	51%	51%	50%	51%
Mathematics	40%	37%	38%	40%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

| California Physical Fitness Test	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Wilkerson School
	Grade 5
Four of six standards	21.6%
Five of six standards	7.8%
Six of six standards	27.5%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.
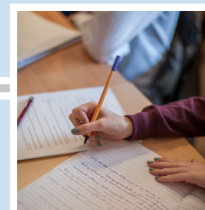
CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Results by Student Group: English Language Arts (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	213	208	97.65%	2.35%	40.87%
Male	110	107	97.27%	2.73%	37.38%
Female	103	101	98.06%	1.94%	44.55%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	26	24	92.31%	7.69%	75.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	185	182	98.38%	1.62%	36.81%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	210	205	97.62%	2.38%	40.49%
English learners	138	133	96.38%	3.62%	33.83%
Students with disabilities	22	22	100.00%	0.00%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	47	45	95.74%	4.26%	28.89%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results by Student Group: Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	213	212	99.53%	0.47%	36.79%
Male	110	109	99.09%	0.91%	41.28%
Female	103	103	100.00%	0.00%	32.04%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	26	26	100.00%	0.00%	69.23%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	185	184	99.46%	0.54%	32.61%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	210	209	99.52%	0.48%	35.89%
English learners	138	137	99.28%	0.72%	28.47%
Students with disabilities	22	22	100.00%	0.00%	4.55%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	47	47	100.00%	0.00%	23.40%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
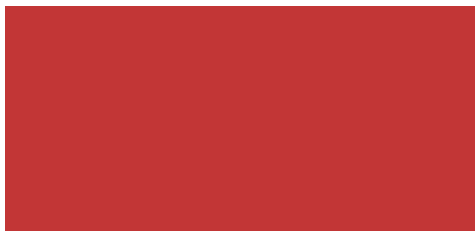
Textbooks and Instructional Materials

Textbooks are selected through a district process involving a task force of teachers, administrators, EMCSD instructional support staff and parents in the school community. Publishers give presentations, and standards are carefully matched to ensure compliance with state requirements; textbook adoptions come only from the approved list provided by the state. All teachers are given an opportunity to preview materials and ask questions of their site representatives who are on the task force. Members of the task force then vote on selection. Board approval is the final requirement.

All students have current textbooks, and copies are available in Spanish to support students who need second-language support.

History-social science textbooks were adopted during the 2018-19 school year, and the above procedures were followed. The materials selected were on the state-approved list and fit within the curriculum framework adopted by the California State Board of Education.

Textbooks and Instructional Materials List	2019-20 School Year	
Subject	Textbook	Adopted
Reading/language arts	Benchmark Advance, Benchmark Education Company (K-5)	2017
Reading/language arts	StudySync, McGraw-Hill (6-8)	2017
Mathematics	Math Expressions, Houghton Mifflin (K-5)	2015
Mathematics	Go Math!, Houghton Mifflin Harcourt (6-8)	2015
Science	California Science, Pearson Scott Foresman (K-5)	2007
Science	California Science, Earth, Life, Physical Science; Holt, Rinehart and Winston (6-8)	2007
History/social science	My World, Pearson (K-5)	2018
History/social science	Impact, McGraw-Hill (6-8)	2018

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	2019-20 School Year
Wilkerson School	Percentage Lacking
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	2019-20 School Year
Data collection date	9/9/2019

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Types of Services Funded

The following is a list of federal- and state-funded programs that are provided to El Monte City School District students:

- Title I (Basic Grant)
- Title I (Migrant Education)
- Title II (teacher and principal training and recruiting)
- Title III (for limited English-proficient students)
- Title III (for Immigrant Students)
- Title IV (Student Support and Academic Enrichment)
- Low Performing Student Block Grant
- Compensatory Education for English Learners
- Gifted and Talented Education (GATE)
- Beginning Teacher Induction Program
- Class Size Reduction (CSR)
- Special Education
- Head Start
- State Preschool Program
- National School Lunch Program
- State Compensatory Education

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status	2019-20 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	9/12/2019
Date of the most recent completion of the inspection form	9/12/2019

School Facilities

Wilkerson School was built in 1949. There are 34 classrooms including a library, media center, computer lab, one parent room and Exploration room (Art and Robotics). The school has undergone extensive modernization, including an upgraded electrical system, outside lighting, a new irrigation system and a new parking lot. A two-story building was built in 2003 and houses 12 classrooms, a media center, library and computer lab. In the summer of 2009, all buildings were repainted. Wilkerson School is Americans with Disabilities Act (ADA) compliant.

Facility projects in 2008 included the installation of a new intercom system and wireless internet.

Wilkerson has two full-time custodians and one part-time custodian who ensure that the school is safe and cleaned on a regular basis. The custodial staff works from very early morning to late night.

A safety check of the school grounds is conducted every morning before school. Classrooms for grade K-6 are cleaned every other day. Classroom trash is emptied daily. The restrooms, kitchen, cafeteria and the rest of the school is cleaned daily.

In the summer of 2010, the entire playground surface was removed, and new asphalt was installed. New play equipment was also installed, and the safety drop zone underneath was replaced with new material.

We have a closed campus, and all school gates are locked after the first bell rings at 8 a.m. School supervision starts at 7:30 a.m. until the bell rings.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

School Safety

The purpose of the school safety plan is to ensure a safe and orderly environment where strengths are identified, areas of need are addressed, roles and responsibilities of adults are clearly understood, and where emergency and disaster procedures are routinely followed. Every effort is made to keep students safe at Wilkerson School. The school grounds are inspected on a regular basis for any safety hazards. Teachers teach the safety rules to the students. Teachers, noon-duty supervisors or instructional assistants supervise the students before and after school, as well as during lunch and recess.

Staff members and district employees wear identification badges. Adults are asked to sign in at the office before they visit the campus. When a child leaves school early, the parents must sign in and check out their child from the school.

Students are walked to the dismissal gate after school. Teachers hold primary students at the gate until they are released to a parent or babysitter. If a student is not picked up on time, the student waits in the office until a parent or guardian signs them out.

Wilkerson School has a Comprehensive Safety Plan that is reviewed each year. The plan was updated in August 2019 and reviewed in September 2019. Emergency and disaster-preparedness response plans are included in the school safety plan, as well as procedures for visitors, fire, earthquake or intruders on campus. School discipline policies and actions are also contained in the school safety plan.

A condensed version of the school safety plan is found in the Student Handbook and the Student Discipline Plan. Parents receive a copy of the handbook in September or upon enrollment.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	El Monte City SD	Wilkerson School		
Teachers	19-20	17-18	18-19	19-20
With a full credential	373	23	21	17
Without a full credential	5	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Wilkerson School		
Teachers	17-18	18-19	19-20
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

"Our teachers and staff are committed to doing all it takes to ensure that all our students achieve academic success."

Professional Development

Professional Development Days		Three-Year Data	
	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development	0.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	1.0
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	1.0

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2017-18 Fiscal Year	
	El Monte City SD	Similar Sized District
Beginning teacher salary	$49,761	$45,741
Midrange teacher salary	$82,647	$81,840
Highest teacher salary	$102,998	$102,065
Average elementary school principal salary	$128,179	$129,221
Superintendent salary	$222,018	$224,581
Teacher salaries: percentage of budget	37%	36%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

| Financial Data Comparison	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Wilkerson School	$4,305	$94,170
El Monte City SD	$4,767	$88,846
California	$7,507	$82,663
School and district: percentage difference	-9.7%	+6.0%
School and California: percentage difference	-42.7%	+13.9%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	$7,591
Expenditures per pupil from restricted sources	$3,287
Expenditures per pupil from unrestricted sources	$4,305
Annual average teacher salary	$94,170
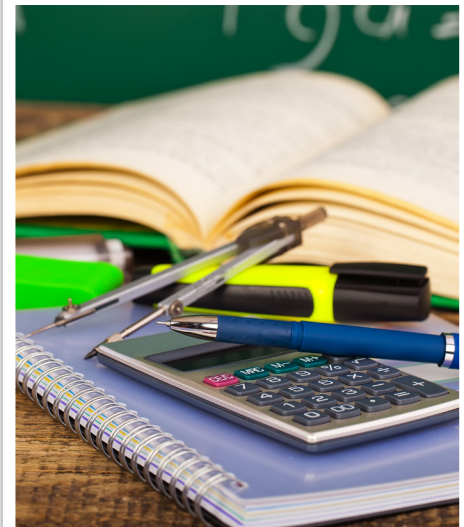
Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

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