

Ray Wiltsey International Baccalaureate World School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|--|---|
| School Name | Ray Wiltsey International Baccalaureate World School |
| Street | 1450 East G Street |
| City, State, Zip | Ontario |
| Phone Number | 909-986-5838 |
| Principal | Dr. Camille Johnson |
| Email Address | camille.johnson@omsd.net |
| Website | https://www.omsd.net/Wiltsey |
| County-District-School (CDS) Code | 36678196036289 |

| Entity | Contact Information |
|-----------------------|-----------------------------------|
| District Name | Ontario-Montclair School District |
| Phone Number | (909) 459-2500 |
| Superintendent | Dr. James Q. Hammond |
| Email Address | info@omsd.net |
| Website | https://www.omsd.net |

School Description and Mission Statement (School Year 2019-20)

Wiltsey Middle School, serving 6th through 8th grade, became a fully authorized International Baccalaureate School at the beginning of the 2014-2015 school year. The International Baccalaureate Program aims to develop inquiring, knowledgeable, and caring young adolescents who actively engage in creating a better and more peaceful world through intercultural understanding and respect. This world-class international academic program encourages students to become compassionate and reflective lifelong learners who are open-minded and understanding of all cultures and people. Wiltsey Middle School is now one of only 652 IB schools in the United States.

In addition, Ray Wiltsey Middle School has been recognized as the 2019 Silver Award from the California PBIS Coalition for Positive Behavior Incentives and Supports. Ray Wiltsey Middle School is also recognized as a California Schools To Watch in 2018.

Our Mission Statement: At Wiltsey IB Middle School, we stress safe, responsible, and respectful expectations to empower students to become globally-minded citizens who are developing the skills to think critically, demonstrate creativity, show compassion, and solve problems collaboratively, through the lens of service learning.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 6 | 242 |
| Grade 7 | 387 |
| Grade 8 | 374 |
| Total Enrollment | 1,003 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 4.6 |
| American Indian or Alaska Native | 0.2 |
| Asian | 1.2 |
| Filipino | 0.2 |
| Hispanic or Latino | 90.2 |
| Native Hawaiian or Pacific Islander | 0.5 |
| White | 2.3 |
| Two or More Races | 0.8 |
| Socioeconomically Disadvantaged | 95.4 |
| English Learners | 17.3 |
| Students with Disabilities | 12.8 |
| Foster Youth | 0.2 |
| Homeless | 7.4 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

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

Teacher Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 51 | 50 | 47 | 963 |
| Without Full Credential | 0 | 0 | 0 | 4 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 3 | 1 | 9 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|---|----------------------------|--|
| Reading/Language Arts | 6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016 | Yes | 0% |
| Mathematics | <p>TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program</p> <p>K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards.</p> <p>*TK mathematics materials are from the most recent state adoption.</p> | No | 0% |
| Science | 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019 | Yes | 0% |
| History-Social Science | 6-8 My World Interactive (Pearson) - Adopted 2018 | Yes | 0% |
| Foreign Language | <p>7-8 Tu Mundo (McDougal Littell) - Adopted 2002</p> <p>7-8 Realidades (Pearson/Prentice Hall) - Adopted 2004</p> | Yes | 0% |
| Health | K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984 | No | 0% |
| Visual and Performing Arts | <p>TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008</p> <p>TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008</p> <p>TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008</p> <p>6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008</p> | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Ray Wiltsey Middle School has adequate classroom, staff, and ancillary spaces. Wiltsey has approximately 55 classrooms, one computer lab/library, a fitness room and a counseling center. There are four canopied areas where students can eat lunch. There is a large field with a tennis court, a handball court, and a basketball court. There are ten student bathrooms. There is a staff room and two restrooms for staff member use.

To promote safety, Ray Wiltsey Middle School is a closed campus; gates are closed during the school day and visitors must enter through the main office to sign in at the front desk prior to entering school premises. Visitors must present their California ID badges and staff must present their district badge through our RAPTOR system. Signage has been placed at all gates directing visitors to check in at the office. All staff members have been provided with district ID badges. Student supervision is provided by the administration, teachers, support staff and proctors before, during, and afterschool.

In addition to safety, cleanliness of our facilities is a top priority. The Wiltsey custodial staff works diligently to ensure Wiltsey Middle School is safe, clean and in good working order. Site and District maintenance and grounds staffs ensure that the work necessary to keep the school in good repair and esthetically pleasing are completed in a timely manner.

A work order process is used to ensure efficient service and emergency repairs are given the highest priority. Work orders are filled and monitored through the combined efforts of the custodians, office manager, and Administration. Restrooms are checked/monitored many times throughout the day by site administrators and custodial staff. All restrooms are in working order. Ray Wiltsey upgraded roofs in the MPR (multipurpose room) and Cafeteria area during the summer of 2019.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility a survey instrument developed by the State of California OPSC. The results of his survey are available at the school office. The report, which noted the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student, was forwarded to the Superintendent of Schools. The most recent state inspection mandated under the Williams Settlement was completed on August 23rd, 2019 by the County's William's Team. The Facility Inspection Tool was used throughout a walk through of our school. The following extreme deficiencies were observed: Section 10. Fire Safety (Room 61) Emergency exit sign is not functioning (X). The following good repair deficiencies were observed: Section 7. Electrical- Multipurpose Room: Electrical panel door lock and/or latch not functioning as designed, Library: Electrical panel door lock and/or latch not functioning as designed (work order # 19471), and Section 8. Restrooms-Girls' 6th grade Restroom: Stall doors or latches not functioning as designed (work order #190947). There were no insufficiencies observed in relation to instructional materials. Any areas of concern noted by the team were corrected as reflected elsewhere in this report. Deficiencies listed as (remedied) were remedied/corrected at the time of the review.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: August 23, 2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | Multi-purpose Room: Electrical panel door lock and/or latch not functioning as designed Library: Electrical panel door lock and/or latch not functioning as designed (work order #19471 not yet completed) |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | Girls' 6th grade restroom: stall doors or latches not functioning as designed (work order #190947 not yet completed) |
| Safety: Fire Safety, Hazardous Materials | Poor | Room 61: Emergency exit sign is not functioning (X) (work order 191536 completed 8/28/19) |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 40 | 35 | 43 | 44 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 25 | 25 | 31 | 36 | 38 | 39 |

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 1000 | 989 | 98.90 | 1.10 | 34.98 |
| Male | 494 | 488 | 98.79 | 1.21 | 28.48 |
| Female | 506 | 501 | 99.01 | 0.99 | 41.32 |
| Black or African American | 48 | 47 | 97.92 | 2.08 | 34.04 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 12 | 11 | 91.67 | 8.33 | 100.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 898 | 890 | 99.11 | 0.89 | 33.03 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 23 | 22 | 95.65 | 4.35 | 68.18 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 955 | 945 | 98.95 | 1.05 | 33.44 |
| English Learners | 468 | 462 | 98.72 | 1.28 | 18.18 |
| Students with Disabilities | 137 | 134 | 97.81 | 2.19 | 5.97 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 107 | 104 | 97.20 | 2.80 | 25.00 |

Note: ELA test results include the Smarter Balanced Summative 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.

Note: Double dashes (--) appear 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.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 1000 | 991 | 99.10 | 0.90 | 24.82 |
| Male | 494 | 490 | 99.19 | 0.81 | 22.86 |
| Female | 506 | 501 | 99.01 | 0.99 | 26.75 |
| Black or African American | 48 | 47 | 97.92 | 2.08 | 12.77 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 12 | 12 | 100.00 | 0.00 | 83.33 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 898 | 891 | 99.22 | 0.78 | 23.68 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 23 | 22 | 95.65 | 4.35 | 59.09 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 955 | 946 | 99.06 | 0.94 | 23.15 |
| English Learners | 468 | 464 | 99.15 | 0.85 | 13.79 |
| Students with Disabilities | 137 | 134 | 97.81 | 2.19 | 6.72 |
| Students Receiving Migrant Education Services | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 107 | 105 | 98.13 | 1.87 | 20.00 |

Note: Mathematics test results include the Smarter Balanced Summative 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.

Note: Double dashes (--) appear 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.

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 7 | 16.6 | 15.3 | 13.7 |

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

At Ray Wiltsey Middle School, Parent Leadership and Participation is highly encouraged. Our parent groups are very valuable because they provide input into our many school programs, our school plan, and ongoing educational programs. Parents are highly encouraged to be involved in their student's education as volunteers in the classrooms, field trips, clubs and athletics, getting involved in the decision-making process through school committees, as well as attending and helping with school events at Wiltsey. Our school promotes parent participation and attendance through: Coffee with the Principal, Parent Education Workshops, IB Parent Trainings, GATE (Gifted and Talented Education) Meetings, School Conferences, Back to School, Open House, and Special Education Meetings.

The School Site Council, SELPAC (Site English Learner Advisory Committee), DELAC (District English Language Advisory Committee) and Coffee with the Principal meetings provide more opportunities for parents to get involved with their child's educational experience.

We welcome parent/guardian visits and phone calls. Regular school-to-home communication is provided in both English and Spanish. Information about current events and school activities can be found on our school website, flyers, school loop, blackboard connect messages and Twitter Account. The school mails important news and announcements to parents at home, uses the school's automated telephone system to contact parents verbally, sends text messages to parents via Blackboard Connect and social media such as Twitter.

For the safety of our students, parents/guardians should sign in at the front office and receive a "Visitor's Pass" before they are allowed to visit a classroom. Parents who want more information or wish to participate may contact the front office (909) 986-5838. There is a job for everyone who wants to get involved.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 5.6 | 8.2 | 12.9 | 2.5 | 2.4 | 3.0 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

The Comprehensive School Safety Plan was developed for Ray Wiltsey Middle School in collaboration with local agencies and the district office. Components of the plan include: maintenance, security and safety of the physical environment, school climate which addresses disaster procedures and routines, an action plan that ensures a safe physical environment and safe school climate, a well as our school safety compliance that ensures required child abuse reporting procedures, suspension and expulsion policies, due process, notification to teachers about dangerous pupils, sexual harassment policy, school-wide dress code, procedure for safe ingress and egress from school, procedures to ensure a safe and orderly environment and rules and procedures on school discipline. Monthly disaster drills are scheduled and practice school-wide to ensure student safety procedures. The plan was recently reviewed and discussed with the staff in October 2019. School site Council last approved the Ray Wiltsey Elementary Plan on September 2019.

An approved copy of the school site safety plan may be obtained at Ray Wiltsey Middle School's main office or the Ontario-Montclair School District office.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|----------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|
| | Average Class Size | # of Classes* Size 1-22 | # of Classes* Size 23-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-22 | # of Classes* Size 23-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-22 | # of Classes* Size 23-32 | # of Classes* Size 33+ |
| English | 25 | 11 | 18 | 5 | 26 | 6 | 22 | 4 | 23 | 13 | 24 | 3 |
| Mathematics | 26 | 5 | 20 | 3 | 30 | 1 | 21 | 3 | 28 | 2 | 18 | 7 |
| Science | 27 | 3 | 22 | 2 | 30 | 2 | 19 | 4 | 28 | 4 | 17 | 6 |
| Social Science | 27 | 5 | 18 | 4 | 30 | 1 | 21 | 3 | 28 | 3 | 18 | 6 |

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 501.5 |

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

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 7252.0 | 1189.0 | 6062.0 | 72069.0 |
| District | N/A | N/A | 1608.0 | \$87,821.00 |
| Percent Difference - School Site and District | N/A | N/A | 116.1 | -19.7 |
| State | N/A | N/A | \$7,506.64 | \$82,663.00 |
| Percent Difference - School Site and State | N/A | N/A | -21.3 | -13.7 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

At Wiltsey we are proud to offer the following types of programs and services that support and assist student learning:

- International Baccalaureate (IB)
- Community Service Learning (Grades 6-8)
- AVID program
- GATE program
- VAPA (Visual and Performing Arts)
- PBIS (School Wide Positive Behavior Interventions)
- Think Together program
- PSAT prep during Saturday Academy
- Special Education (Exploratory Classes for intensive academic Special Education support)
- Tutoring (Before and After School)
- RTI (Response to Intervention: Time built within the day to support students in core content areas)
- Modifications/Accommodations for students who need extra academic/social emotional needs)
- Utilizing specific strategies such as Thinking Maps, WICOR strategies, Conversation/Sentence Starters for oral language development)
- Reading and Writing Across the Curriculum
- Small group instruction
- Assessments to monitor student progress
- Discovery/Inquiry-based learning
- Project-based learning based on real world current events
- iLit program for ELL learners (intensive academic support for students who are learning English as a Second Language)
- Academic Language Development classes (designated ELD classes)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---------------------------------------|-----------------|--|
| Beginning Teacher Salary | \$46,733 | \$45,741 |
| Mid-Range Teacher Salary | \$83,119 | \$81,840 |
| Highest Teacher Salary | \$100,254 | \$102,065 |
| Average Principal Salary (Elementary) | \$132,145 | \$129,221 |

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Average Principal Salary (Middle) | \$134,622 | \$132,874 |
| Average Principal Salary (High) | \$0 | \$128,660 |
| Superintendent Salary | \$289,542 | \$224,581 |
| Percent of Budget for Teacher Salaries | 37% | 36% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

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

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 6 | 6 | 8 |

Our staff has dedicated to continuous improvement during staff development (site based and District) in the following areas:

- Data Analysis and Planning
- ELlevation Training
- IB Training (rubrics, lesson plans, scope and sequence, policy reviews)
- PBIS (intervention strategies and MTSS related to behavior, SWIS data analysis and planning)
- Special Education (IEP's, Accommodations and Modifications)
- Behavior Strategies Training
- ELPAC training
- Mindfulness Training (by District Family Collaborative Director)