

Ray Wiltsey International Baccalaureate World School

1450 East G Street • Ontario • 909-986-5838 • Grades 6-8

, Principal
alicia.tuttle@omsd.net

2019-20 School Accountability Report Card Published During the 2020-21 School Year

Ontario-Montclair School District

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District Governing Board

Elvia M. Rivas- President

Kristen Brake- Vice President

Sonia Alvarado- Clerk

Sarah S. Galvez- Member

Flora Martinez- Member

District Administration

Dr. James Q. Hammond
Superintendent

School Description

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.

About the SARC

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	283
Grade 7	305
Grade 8	381
Total Enrollment	969

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.7
American Indian or Alaska Native	0.4
Asian	1
Filipino	0.2
Hispanic or Latino	91.1
Native Hawaiian or Pacific Islander	0.2
White	1.5
Two or More Races	0.7
Socioeconomically Disadvantaged	95.8
English Learners	21.4
Students with Disabilities	9.9
Foster Youth	0.7
Homeless	16.7

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 for Ray Wiltsey International Baccalaureate World School	18-19	19-20	20-21
With Full Credential	50	47	44
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	3	1	1

Teacher Credentials for Ontario-Montclair School District	18-19	19-20	20-21
With Full Credential	♦	♦	925
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	11

Teacher Misassignments and Vacant Teacher Positions at Ray Wiltsey International Baccalaureate World School

Indicator	18-19	19-20	20-21
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 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program. 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. *TK mathematics materials are from the most recent local adoption. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Science	6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018 *K-5 History/Social Science materials are not from the most recent state adoption; however, the district has determined through local review that the materials are still aligned to current state standards. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 Spanish for Native Speakers, McDougal Littel, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Prentice Hall, Realidades, 2008, adopted July 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A Percent of students lacking their own assigned textbook: 0%

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

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 rate for each system inspected
- The overall rating

Year and month in which data were collected: August 23, 2019

System Inspected	Repair Status	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)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	35	N/A	44	N/A	50	N/A
Math	25	N/A	36	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 Science for All Students Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	24	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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 Administration 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.

School Safety Plan (School Year 2020-2021)

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 November 2020. School site Council last approved the Ray Wiltsey School Safety Plan in 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.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	8.2	12.9	2.4	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.2	0.8	
Expulsions	0	0	0.08%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	484.5

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	26	6	22	4	23	13	24	3	25	12	17	6
Mathematics	30	1	21	3	28	2	18	7	27	6	17	3
Science	30	2	19	4	28	4	17	6	31		15	7
Social Science	30	1	21	3	28	3	18	6	29	3	16	5

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	8	8

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

- Data Analysis and Planning
- MTSS Training
- ELlevation Training
- 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

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,369	\$51,004
Mid-Range Teacher Salary	\$86,028	\$82,919
Highest Teacher Salary	\$103,764	\$104,604
Average Principal Salary (ES)	\$137,496	\$131,277
Average Principal Salary (MS)	\$140,229	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$299,676	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	6.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7252.0	1189.0	6062.0	72069.0
District	N/A	N/A	1608.0	\$91,106
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	116.1	-23.3
School Site/ State	-24.4	-15.5

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

Types of Services Funded

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)

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.