



Wilson Middle

710 W. Maple St. • Exeter, CA 93221 • (559) 592-2144 • Grades 6-8

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

Exeter Unified School District

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District Governing Board

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District Administration

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Donya Wheeler
Deputy Superintendent
Michelle Pengilly
Director of ELD and Special Projects
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Director of Technology

School Description

Wilson Middle School, located on the northeast side of Exeter, is a community school that serves approximately 600 sixth through eighth grade students in the Exeter Unified School District attendance area. Administration and staff set high standards for behavior and academics and hold all students accountable. State and local standards drive the curriculum at each grade level and all available resources are used to help each student meet or surpass grade-level standards.

Our campus community is diverse, including having approximately 36% Caucasian, 60% Hispanic, and 4% of students from other cultures. Other important statistical information includes: English Language Learners (22.2%); Migrant students (6%); students qualifying for the Free & Reduced Lunch Program (62%), and students whose families qualify for Aid to Families with Dependent Children (56%).

There are twenty-six regular education teachers, including two Resource Specialists, one music teacher, and 3 FTE P.E. teachers. In addition, we have one academic counselor and one academic coach. There are four Paraprofessionals who are employed to assist certificated staff in meeting the needs of our students. In addition, Wilson Middle School has a librarian, 4 maintenance specialists, a campus safety monitor, an office manager, and three office specialists.

Additional support is also provided by a District school psychologist, a full-time nurse, drug, alcohol and gang prevention counselors (one and a half days a week), and counselors from Sequoia Youth Services who are on campus for multiple days each week.

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	183
Grade 7	195
Grade 8	220
Total Enrollment	598

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	1.2
Asian	0.2
Filipino	0.2
Hispanic or Latino	59.5
Native Hawaiian or Pacific Islander	0
White	36.1
Two or More Races	0.7
Socioeconomically Disadvantaged	62.2
English Learners	20.2
Students with Disabilities	3.8
Foster Youth	0.8

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			
Wilson Middle	15-16	16-17	17-18
With Full Credential	27	21	19
Without Full Credential	1	4	8
Teaching Outside Subject Area of Competence	1	1	1
Exeter Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	137
Without Full Credential	♦	♦	19
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Wilson Middle	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

Wilson Middle School has adopted textbooks in the areas of Math, Science, English/Language Arts, and Social Studies. As we have transitioned to the Common Core Standards in ELA and Math, we have supplemented our previous adoptions with teacher-developed units. For these units, students have access to all texts and resources provided within the unit. In addition, we also use supplementary, intervention resources including Ilit and English 3D, our ELD curriculum.

Textbooks and Instructional Materials Year and month in which data were collected: January 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	State adopted textbooks and standards-aligned instructional materials are available for all students McDougal-Littell The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Mathematics	State adopted textbooks and standards-aligned instructional materials are available for all students Holt The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Science	State adopted textbooks and standards-aligned instructional materials are available for all students Amplify The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	State adopted textbooks and standards-aligned instructional materials are available for all students Glencoe The textbooks listed are from most recent adoption: Yes 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)

Exeter Public Schools remains committed to providing safe and well-maintained facilities for all of its students. The facility is in "Good Repair" and functional. Scheduled district facility committee walk-arounds are conducted at least annually to determine major facility needs. More frequent walk-arounds are conducted on a monthly basis to ensure the school is safe and hazard free.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11-28-2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11-28-2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		X

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	35	40	41	41	48	48
Math	21	21	28	27	36	37

* 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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	57	51	58	51	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	15.7	19.9	22.5

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	228	210	92.1	51.0
Male	120	107	89.2	46.7
Female	108	103	95.4	55.3
Hispanic or Latino	131	124	94.7	35.5
White	79	71	89.9	71.8
Socioeconomically Disadvantaged	154	140	90.9	40.7
English Learners	46	46	100.0	10.9
Students with Disabilities	21	13	61.9	7.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	596	582	97.65	39.69
Male	310	300	96.77	30.67
Female	286	282	98.6	49.29
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	356	350	98.31	35.43
White	215	207	96.28	46.38
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	380	370	97.37	32.7
English Learners	153	153	100	29.41
Students with Disabilities	28	24	85.71	4.17
Foster Youth	--	--	--	--

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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	596	581	97.48	21.17
Male	310	299	96.45	20.07
Female	286	282	98.6	22.34
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	356	349	98.03	16.62
White	215	207	96.28	28.99
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	380	369	97.11	16.53
English Learners	153	152	99.35	13.16
Students with Disabilities	28	23	82.14	0
Foster Youth	--	--	--	--

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

At Wilson Middle School we encourage parents to take an active role in their child's education. We believe that when schools work together with families to support learning, children are successful both in and out of school. Some of the ways in which parents can become involved at Wilson Middle School include the following:

- Back to School Night and Open House
- School Site Council
- ELAC & DELAC
- Band and Sports Boosters
- Site Web Page
- Parent/Teacher Conferences
- ABI Gradebook
- PTO
- Classroom or library volunteer
- Family Picnics
- Dance or field trip chaperoning
- School Carnival
- Academic Awards assemblies

We encourage parents to create a home environment that encourages learning; express high expectations for their child's achievement and future career; and become involved in their child's education at school and in the community. We value the ongoing participation and support parents provide the students of Wilson Middle School.

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

At Wilson Middle School, we have an established Safe School Plan which is made up of five components:

- Characteristics of Students and Staff
- Schools Physical Environment
- School's Social Environment
- School's Cultural Environment
- Policies and Procedures, including an Emergency Response Plan

Ongoing drills are practiced throughout the year and feedback is provided to students and staff. The Safe School Plan is reviewed by our School Site Council on .

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	13.4	14.3	13.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	5.6	6.2	6.2
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2009-2010	
Year in Program Improvement	Year 4	
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	75	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist	2
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	23	24	24	8	7	7	13	25	8	2	1	5
Mathematics	15	10	12	3	3	2						
Science	31	30	31				9	9	8	5	5	5
Social Science	29	31	29	1		2	14	11	10		3	3

* 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 provided for Teachers

For the past three years, teachers participated in professional development opportunities throughout the school year, and these opportunities are aligned with the school goals and District Roadmap. Wilson Middle School utilizes a Leadership Team and subject area chairpersons who assist site administration with developing the school goals and vision each year as part of a data analysis process. Professional development is provided during pre-service days and bi-monthly Teaching and Learning sessions. In addition, release time is provided to departments to continue their work on Common Core unit refinement and assessment development which is facilitated by our Tulare County Office of Education consultants. Our school-wide professional development focused on problem-solving and speaking & listening. Follow-up coaching and feedback was provided to teachers during weekly classroom walkthroughs using the TeachBoost online feedback system.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,918	\$44,144
Mid-Range Teacher Salary	\$66,403	\$69,119
Highest Teacher Salary	\$84,299	\$86,005
Average Principal Salary (ES)	\$98,528	\$106,785
Average Principal Salary (MS)	\$114,959	\$111,569
Average Principal Salary (HS)	\$118,702	\$121,395
Superintendent Salary	\$194,846	\$178,104
Percent of District Budget		
Teacher Salaries	30%	34%
Administrative Salaries	5%	6%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,234	\$1,812	\$6,422	\$67,391
District	♦	♦	\$6,590	\$68,730
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site/District			-2.5	-1.9
Percent Difference: School Site/ State			-2.3	-3.2

* Cells with ♦ do not require data.

Types of Services Funded

Supplemental educational services (SES) are provided to targeted students during after school tutoring. In addition, Wilson Middle School has reading intervention classes for 6th-8th grades as well as Math Labs for 7th-8th grade. English Language Learners are provided with designated ELD classes in 6th-8th grades.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.