

Executive Summary School Accountability Report Card, 2010–11

For Ray Wiltsey Middle School

Address:	1450 East G St., Ontario, CA, 91764-4410	Phone:	(909) 986-5838
Principal:	William Corrette, Principal	Grade Span:	7-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Wiltsey Middle School is in the process to become a fully certified International Baccalaureate School. The IB philosophy is closely aligned with the new common core standards which are soon to change the way schools operate and assess student learning across the nation.

The international Baccalaureate is a world class educational program that will prepare Wiltsey's students for the future. One of the ways Wiltsey has prepared for the IB implementation has been in the introduction of art and foreign language classes. Wiltsey students are now provided Spanish classes that are designed for both native, and non-native Spanish speaking students. Art students explore the various forms of Visual and Performing Arts (VAPA) with an emphasis on a variety of cultural perspectives. The entire Wiltsey campus is engaged in implementing the IB philosophy. Students routinely focus on the IB Learner Profiles and explore what it means to be global thinkers who embrace and appreciate culture, religion, and gender differences.

In addition to Spanish and Art, Wiltsey students are provided with a wide range of elective classes to choose from, such as a Guitar, Band, and Strings classes. Other electives include Yearbook/Journalism, ASB Leadership, and AVID. This broad range of elective offerings creates many rich opportunities for our students to explore their gifts and talents.

Technology is an integral part of the fabric of Wiltsey Middle School. In addition to multiple computer labs on campus, technology is embedded in every classroom. Every classroom has a SMART Board, document camera, and student computers. Through this increased integration of technology, Wiltsey students will be prepared to enter a work force that will no doubt be technology driven.

The Physical Education Staff develops lessons around the California Framework for Physical Education. One component of the Framework is to introduce students to various sports and allow them to explore their physical, as well as, their academic talents. Wiltsey's state of the art Fitness Center provides an opportunity for students to participate and benefit from the work-out experiences that come from a full fitness club environment. The Physical Education Staff incorporates Language Arts and Math standards into their program which is part of the IB philosophy of teaching across all curricular areas.

Wiltsey is one of the leaders in the Alternative Service Delivery Model for Special Education. This is the direction Special Education is headed, and Wiltsey has been highlighted in an article of the California

Special Edge Newsletter. With this model, Special Education students are integrated into regular classrooms and the General Education and Special Education teachers co-teach and provide extra support for these students in an inclusive environment.

Wiltsey offers the THINK Together Program which provides after school tutoring opportunities for our students and engaging fun filled activities. Wiltsey also has a counseling center known as the PAWS Center, where students can receive social, emotional, and academic support from our dedicated and caring counseling staff. Parent resources are also provided through our PAWS Center. Additionally, Wiltsey has a Student Mentor & Campus Assistant who works with at-risk students to ensure they stay connected with school, and have a good role model they can look up to for counsel. Wiltsey's Campus Mentor conducts an after school fitness program where students can be involved in productive after school activities. Likewise, another staff member runs an after school Drum Core for those students who wish to be involved in a unique musical activity.

Wiltsey has a dedicated staff of teachers and support personnel that make everything happen. The office staff finds it rewarding to greet parents and make them feel welcome. The kitchen staff serves nutritious breakfast and lunch meals daily, including our popular salad bar. The custodial staff strives to create a clean, safe and visually appealing learning environment. The recent addition of a rose garden sitting area highlights the desire to make Wiltsey a beautiful and inviting place to learn and grow. The teaching staff is very dedicated and determined to ensure our students are prepared for high school. Teachers plan together weekly in their Professional Learning Community Teams to create engaging and meaningful lessons. Additionally, they use data to identify student academic needs and design interventions tailored to each individual student.

The staff at Wiltsey embraces the philosophy that school should be a fun experience for students. The Wiltsey staff is not afraid to be kids themselves and participate in theme days and even performed a flash mob on the morning of the first day of school. The students were amazed to see their teachers engaged in having fun, and doing it for their enjoyment. Wiltsey even has its own teacher rock band that performs for students at various events throughout the year. The teacher band performed last year with the Wiltsey guitar students during our Open House event and parents were dancing in the aisles of the MPR.

Everyone at Wiltsey Middle School strives to create a fun, academically rich, educational environment.

Student Enrollment

Group	Enrollment
Number of students	723
Black or African American	4.3%
American Indian or Alaska Native	0.3%
Asian	0.8%
Filipino	0.3%
Hispanic or Latino	90.0%
Native Hawaiian or Pacific Islander	0.0%

White	3.0%
Two or More Races	1.2%
Socioeconomically Disadvantaged	93.2%
English Learners	55.0%
Students with Disabilities	12.7%

Teachers

Indicator	Teachers
Teachers with full credential	38
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	34%
Mathematics	43%
Science	43%
History-Social Science	24%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	710
Statewide Rank (from 2010 Base API Report)	2/6

Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 12 of 17
2011–12 Program Improvement Status (PI Year)	Year 5

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

The most recent Williams' inspection was completed on August 30, 2011. No insufficiencies were observed in the area of Instructional Materials. There were no inaccuracies noted in the school's 2009/2010 SARC. The School Accountability Report Card for 2010/1011 was accurate. There were no extreme deficiencies observed.

Repairs Needed

The following good repair deficiencies were observed:

Section 4. Interior Surfaces

- Room 64: Damaged or loose ceiling tiles
- Auditorium/MPR: Stained ceiling tiles
- Auditorium/MPR: Missing wall tiles
- Kitchen: Cracks, tears, and/or holes in flooring
- Library: Water damage on ceilings
- Library: Stained ceiling tiles

Section 6. Structural Damage

- Room 21: Exterior paint, plaster or finish damage
- School Quad: Holes in floors/concrete

Section 8: Electrical

- Auditorium/MPR: Lighting fixture or bulbs inoperable
- Library: Dirty and/or stained light cover

Section 10: Drinking fountains

- Boys PE Locker Room: Low water pressure
- School Quad: Water Leak

Section 14. Playgrounds/School Grounds

- Tennis Courts: Excess sand on hardscape areas
- Tennis Courts: Signs of water drainage problems including standing water on hardscape areas

Section 15. Overall Cleanliness

- Athletic Fields: Unabated graffiti
- Track: Unabated graffiti

Corrective Actions Taken or Planned

Section 4. Interior Surfaces

- Room 64: Damaged or loose ceiling tiles (W.O. #C200249 – 11/18/11; Pending)
- Auditorium/MPR: Stained ceiling tiles (W.O. #C200256 –Completed 11/18/11)
- Auditorium/MPR: Missing wall tiles (W.O. #C200258 – 10/16/11; Completed 11/3/11)
- Kitchen: Cracks, tears, and/or holes in flooring (W. O. #C200252 – 11/18/11; Pending)
- Library: Water damaged/stained ceiling (W.O. #C200253 – 11/18/11; Pending)

Section 6. Structural Damage

- Room 21: Exterior paint, plaster or finish damage W.O. #C200246 – 9/19/11; Pending)
- School Quad: Holes in floors/concrete (W.O. #C200291 – 9/20/11; Completed 1/14/12)

Section 8: Electrical

- Auditorium/MPR: Lighting fixture or bulbs inoperable (W.O. completed 9/7/11)
- Library: Dirty and/or stained light cover (W.O. #C200254 – Completed 11/18/11)

Section 10: Drinking fountains

- Boys PE Locker Room: Low water pressure (Corrected by Custodian 8/30/11)
- School Quad: Water Leak (W.O. #C199528 –; Completed 9/1/11)

Section 14. Playgrounds/School Grounds

- Tennis Courts: Excess sand on hardscape areas (W.O #C2002290 – 10/16/11, Completed 11/28/11)
- Tennis Courts: Signs of water drainage problems including standing water on hardscape areas (W.O #C2002290 – 10/16/11, Completed 11/28/11)

Section 15. Overall Cleanliness

- Athletic Fields: Unabated graffiti (W.O. #C200229 – 9/20, Completed 11/14)
- Track: Unabated graffiti (W.O. #C200229 – 9/20, Completed 11/14)

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	LEA Provided
District	LEA Provided
State	\$5,455

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Ray Wiltsey Middle	District Name	Ontario-Montclair Elementary
Street	1450 East G St.	Phone Number	(909) 459-2500
City, State, Zip	Ontario, CA, 91764-4410	Web Site	www.omsd.k12.ca.us
Phone Number	(909) 986-5838	Superintendent	James Hammond
Principal	William Corrette, Principal	E-mail Address	james.hammond@omsd.k12.ca.us
E-mail Address	william.corrette@omsd.k12.ca.us	CDS Code	36678196036289

School Description and Mission Statement (School Year 2010–11)

The mission of Ray Wiltsey Middle School, in partnership with the community, is to provide students with the skills and exploratory experiences that enable them to reach their fullest potential as independent thinkers. Our goal is to facilitate the development of self-confidence and to provide our students with the academic foundation necessary for them to reach their true potential and enjoy a successful experience in higher education.

Wiltsey's team of administrators, teachers, and staff are highly qualified in their fields. Seventh and eighth grade students are afforded a variety of challenging and effective learning environments. Wiltsey teachers are dedicated to offering the highest level of education in Language Arts, Mathematics, Science, Social Sciences, Visual and Performing Arts, Foreign Language and Physical Education within the context of the International Baccalaureate Framework.

The goals of Ray Wiltsey Middle School, as outlined in our School Plan for Student Achievement, are as follows:

1. English Language Arts:

As a result of quality program implementation and increased implementation of support programs, school wide and numerically significant subgroups will meet the API goals set by the State. In addition, the school wide and numerically significant subgroups will reduce the number of non-proficient students (AYP), as measured by the California Standardized Test (CST) and/or the California Modified Assessment (CMA) for English Language Arts by at least 10% to reach Safe Harbor status.

The District ELA success model placement criteria and curriculum will be adhered to including embedding ELD strategies throughout the instruction. A writing program will be continued using the John Antoinette writing module to support student thinking and learning. Ongoing progress monitoring will be initiated minimally after each Benchmark to assess progress and initiate staff profession development and/or additional interventions as needed to ensure the growth targets are met.

2. Mathematics:

As a result of quality program implementation and increased implementation of support programs, school wide and numerically significant subgroups will meet the API goals set by the State. In addition, the school wide and numerically significant subgroups will reduce the number of non-

proficient students (AYP), as measured by the California Standardized Test (CST) and/or the California Modified Assessment (CMA) for Mathematics by at least 10% to reach Safe Harbor status.

The District Mathematics success model placement criteria and curriculum will be adhered to. ELD strategies will be embedded throughout the math instruction. Selected seventh grade students will be assessed to determine a possible placement in eighth grade Algebra. Ongoing progress monitoring will be initiated minimally after each Benchmark to assess progress and initiate staff profession development and/or additional interventions as needed to ensure the growth targets are met.

3. English Language Development:

All English language learners will demonstrate no less than one level of growth annually in English language proficiency as measured by the state CELDT assessment. In addition, the English Learner subgroup will minimally show the same amount of growth as other Wiltsey significant subgroups, with the overall goal of reducing the number of non-proficient students (AYP), as measured by the California Standardized Test (CST) and/or the California Modified Assessment (CMA) for English Language Arts.

The District ELD placement criteria and ELD curriculum will be implemented to fidelity. Writing strategies will be expanded and embedded regularly into daily lessons. Ongoing progress monitoring will be continued after each Benchmark to assess progress and initiate staff profession development and/or additional interventions as needed to ensure the growth targets are met.

4. Science

As a result of quality program implementation in science, the percent of students scoring proficient on the eighth grade science CST will increase by 10%.

5. International Baccalaureate Programme:

Benchmark and Strategic students will be placed in the International Baccalaureate Programme. The IB Learner Profiles, Areas of Interaction, required subject area unit plans, and a school wide international mindedness project will become the focus areas for first year implementation. Staff Developments throughout the year will be implemented to support these initiatives. Students in the IB Programme consists of the following course components:

STRATEGIC CORE

- A. ELA, Language A
- B. Mathematics
- C. Science
- D. Humanities
- E. Physical Education
- F. Performing and Fine Arts (Integrated Technology)
- G. Foreign Language, Language B (Integrated Technology)
- H. Elective or AVID (Optional)

BENCHMARK CORE

- A. ELA, Language A
- B. Mathematics
- C. Science
- D. Humanities
- E. Physical Education
- F. Performing and Fine Arts (Integrated Technology)
- G. Foreign Language, Language B (Integrated Technology)
- H. Elective or AVID (Optional)

6. AVID:

Students who participate in the AVID eligibility process and qualify for the program will be clustered by grade level in an AVID elective class. Tutorials will be provided during the AVID elective class. Students in the AVID program will be clustered with AVID trained teachers. The AVID certification is renewed annually and monitored regularly by AVID district directors for adherence to the requirements of the AVID system.

7. ATTENDANCE:

Wiltsey will exceed a 97% attendance rate by encouraging attendance at the Saturday Make Up Academy and implementing an attendance incentive program. Attendance is monitored monthly by OMSD.

8. API:

As a result of quality program implementation and increased implementation of support programs, Wiltsey Middle School will increase the API scale score by a minimum of 20 points.

9. CHARACTER PROGRAM:

A character building program will continue to be implemented school wide. The program will be developed and instituted around the International Baccalaureate Learner Profiles.

Opportunities for Parental Involvement (School Year 2010–11)

There are multiple opportunities for parents to participate in the students' learning experiences.

Back-to-School Night is held during the first two weeks of school. Teachers discuss their expectations and rules, as well as answer questions from parents.

Parent/Teacher Conferences are held twice a year, midway through the first and second trimesters. Student progress is discussed and any needed interventions are put in place. Assessment scores are discussed, writing samples reviewed, and parental questions are answered.

Family Space Science Night is held in December and is a fun-filled educational event involving the entire family. There are multiple opportunities for families to do space science related activities including gazing at the moon, stars and planets through professional telescopes provided by the Pomona Valley Amateur Astronomers Club.

Fine Arts Nights are scheduled twice per year and highlight Wiltsey's extraordinary Music and Arts Departments. Wiltsey's Guitars, Strings and Band student perform to the backdrop of an array of incredible art projects created by Wiltsey's Art students.

Open House is held during the month of February to give teachers, students, and parents a time to celebrate the learning that has taken place during the school year. This year we will continue a carnival type atmosphere for open house where students demonstrate their learning and thus become active participants. It is our goal to achieve a 75% parent participation rate.

Student Study Team meetings are held throughout the year for any student who has been referred by teachers for academic or behavior concerns – these meetings include parents/family members.

Communications between school and parents come in the form of ConnectEd phone calls, newsletters, and flyers that are mailed or sent home with the students. Teachers make phone calls to families as needed to keep them apprised of the students' progress. "Pawsitive Postcards" are mailed home regularly and progress reports are sent home every three weeks. Parent newsletters are created each trimester by the Yearbook/Journalism students as a way of keeping parents informed of school activities, events and progress.

Wiltsey has an active and committed 16 member School Site Council/ELAC which includes Staff, Students and Parents. Parent guests are welcomed, and encouraged, to participate in our regularly scheduled meetings. Parents are also encouraged to volunteer as chaperones for field trips, as well as take part in AVID Activities, Sporting Events, Band Performances, Club Opportunities, and Awards Ceremonies.

If you are interested in becoming involved at Wiltsey Middle School, please contact:
William Corrette, Principal, or John Walton, Assistant Principal at (909)986-5838

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students
Grade 7	366
Grade 8	356
Total Enrollment	723

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	4.3%
American Indian or Alaska Native	0.3%
Asian	0.8%
Filipino	0.3%
Hispanic or Latino	90.0%
Native Hawaiian or Pacific Islander	0.0%
White	3.0%
Two or More Races	1.2%
Socioeconomically Disadvantaged	93.2%
English Learners	55.0%
Students with Disabilities	12.7%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.8	2	30	1	28.3	4	21	3	26.6	6	23	1
Mathematics	27.8	2	31	0	27.2	5	20	4	24.6	10	16	1
Science	30.5	2	25	3	26.9	5	21	2	27.3	5	18	2
Social Science	30.5	2	25	3	26.7	4	21	7	27.5	2	22	1

* 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.

III. School Climate

School Safety Plan (School Year 2010–11)

The Wiltsey staff has a comprehensive school wide behavior plan. This plan fully integrates District and School Board policies and procedures, and proactively addresses the impact of bullying on campus. The plan addresses the standardized middle school eligibility requirements for all school activities. Wiltsey has seen a steady decrease in suspensions and expulsions over the last two years as a result of this plan and efforts to create a positive school culture.

Student safety is a focus of Wiltsey's progressive discipline plan, which addresses each student as an individual and holds them to high standards of proper behavior. An integral component to this plan is Wiltsey's PAWS Center, which provides the opportunity for support through individual and group counseling and access to many resources for students and families. The Wiltsey Administrative Support Team meets frequently to conduct the COST process which proactively addresses the needs of identified at-risk students. As a result of COST, at-risk students routinely participate in the Student Study Team (SST) process which includes parents, teachers, administrators and students. The goal of these meetings is to meet the needs and eliminate barriers to students' educational success.

Wiltsey students are supervised at all times before school, during lunch and after school by administrative and faculty proctors. Our Student Mentor and Campus Supervisor proactively addresses student behavior and safety concerns, such as bullying. Our Mentor also conducts an afterschool Fitness Club Program as an opportunity to mentor at-risk students.

Wiltsey conducts monthly disaster drills, including earthquake, fire, and lockdown drills in order to keep students and staff accustomed to responding appropriately and safely in the event of an emergency. A log of these drills is kept and submitted to the District throughout the year.

Suspensions and Expulsions

Rate*	School 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2009-10	District 2010-11
Suspensions	25.79%	20.12%	28.22%	12.88%	9.64%	10.14%
Expulsions	0.76%	0.37%	0.41%	0.11%	0.08%	0.05%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

The safety and cleanliness of our facilities are 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 make sure that the work necessary to keep the school in good repair and aesthetically 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 filed 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.

To assist in our efforts, the District's Operations Department conducts an annual in-depth evaluation of each school to determine the condition of the facilities and identify situations that need maintenance, repair or upgrade. The District uses a facility survey instrument developed by the State of California Office of Public School Construction to assist with the data gathering during the inspections. All findings are shared with the Principal and work orders for needed repairs are created at that time. The results of this survey are available at the School Office or the District Office.

The following upgrades to the Wiltsey facilities have been undertaken this year: Central Quad improvement project (including removal of wall) repair of trip hazard cracks and increasing concrete area, campus beautification project including installation of rose garden sitting area, installation of concrete retaining wall bordering tennis courts, replaced awning above library door, replaced chain-link fence bordering handball courts and painting of handball court walls and upgrade of the multi-media system in the MPR.

Wiltsey will work with the OMSD operations department to expand facilities to accommodate the integration of sixth graders into the school for the 2012-2103 school year. Additionally, Building C, D, E, F & H will have the fascia siding covering the hallway overhang replaced, the kitchen facilities will be remodeled, and ceiling and wall tiles in the MPR will be repaired.

School Facility Good Repair Status (School Year 2011-12)

The most recent William's inspection was completed on August 30, 2011, with no extreme deficiencies noted. The table below displays the results of the William's visit on 8/30/11, which determined the school's good repair status. William's inspectors do not provide an overall rating, which is based on the district's annual inspection of the campus. Repair status ratings are a result of the OMSD School Facility Conditions Evaluation that was conducted on 4/12/11. Wiltsey Middle School was rated EXEMPLARY, meaning the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		Yes			
Interior: Interior Surfaces		Yes			<ul style="list-style-type: none"> Room 64: Ceiling tiles are damaged or loose (W.O. #C200249 – 11/18/11; Pending) Auditorium/MPR: Ceiling tiles are stained (W.O. #C200256 –Completed 11/18/11) Auditorium/MPR: Wall tiles are missing (W.O. #C200258 – 10/16/11; Completed 11/3/11) Kitchen: Flooring has damage from cracks, tears, and/or holes (W. O. #C200252 – 11/18/11; Pending) Library: Ceilings have water damage/stained (W.O. #C200253 – 11/18/11; Pending)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		Yes			<ul style="list-style-type: none"> Athletic Fields: Areas has unabated graffiti (W.O. #C200229 – 9/20, Completed 11/14) Track: Area has unabated graffiti (W.O. #C200229 – 9/20, Completed 11/14)
Electrical: Electrical		Yes			<ul style="list-style-type: none"> Auditorium/MPR: Lighting fixture or bulbs are not working or missing (W.O. Completed 9/7/11) Library: Light cover is dirty and/or stained (W.O. #C200254 – Completed 11/18/11)
Restrooms/Fountains: Restrooms, Sinks/ Fountains		Yes			<ul style="list-style-type: none"> Boys PE Locker Room: Water pressure too low (Corrected by Custodian) School Quad: Water Leak (W.O. #C199528 –; Completed 9/1/11)
Safety: Fire Safety, Hazardous Materials		Yes			<ul style="list-style-type: none"> School Quad: Holes in floors/concrete (W.O. #C200291 – 9/20/11; Completed 1/14/12)
Structural: Structural Damage, Roofs		Yes			<ul style="list-style-type: none"> Room 21: Damage to exterior paint, plaster or finish (W.O. #C200246 – 9/19/11; Pending) School Quad: Holes in floors/concrete (W.O. #C200291 – 9/20/11; Completed 1/14/12)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		Yes			<ul style="list-style-type: none"> Tennis Courts: Excess sand on hardscape areas (W.O #C2002290 – 10/16/11, Completed 11/28/11) Tennis Courts: Signs of water drainage problems including standing water on hardscape areas (W.O #C2002290 – 10/16/11, Completed 11/28/11)
Overall Rating	Yes				

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	39	41	37	1065
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in	100	0

District		
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Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	370
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	1	
Social Worker	0	
Nurse	1	
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)	0	
Other	2	

Note: Cells shaded in black do not require data. * 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	K-6 California Reading (Houghton-Mifflin) 7-8 Pearson Literature for CA (Pearson Prentice Hall) 4-8 Reading Replacement: Read 180 (Scholastic) ELD Supplemental Materials: K-6 SRA Language for Learning, Language for Thinking, Language for Writing 6-8: Santillana Intensive English	2003 2008 2008 2005 2005	0
Mathematics	K-6 Houghton-Mifflin California Mathematics Series (H-M) 4-7 Glencoe/McGraw-Hill Intervention Program: Math Triumphs (Glencoe/McGraw-Hill) 7-8 Hold California Mathematics Series (Hold, Rinehart & Winston) 8 McDougal Littell Algebra Readiness (McDougal Littell)	2008 2008 2008 2008	0
Science	K-6 Houghton Mifflin CA Science (Houghton Mifflin) 7-8 Holt, Rinehart & Winston CA Science(Hold, Rinehart & Winston)	2006 2006	0
History-Social Science	K-6 California Vistas (Macmillan/McGraw-Hill) 7-8 California Middle School Social Studies Series (McDougal Littell) 7-8 Teachers Curriculum Institute (support)	2006 2006 2006	0
Foreign Language	6-8 Realidades (Prentice Hall)	2008	0
Health	K-8 Focus on You (Charles Merrill Publishing)	1984	0
Visual and Performing Arts	K-6 Art Connection (SRA/McGraw-Hill) 6-8 Middle School Art Series (Glencoe McGraw-Hill)	2008 2008	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,266	1,689	\$4,578	\$64,468
District			\$4,804	\$67,598
Percent Difference – School Site and District			-5%	-5%
State			\$5,455	\$69,419
Percent Difference – School Site and State			-14%	-5%

Note: Cells shaded in black do not require data.

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.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://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 <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

Resources provided to assist Wiltsey Middle School students include the following:

- Data Coach
- Instructional Coach
- Student Mentor and Campus Assistant
- 7th Grade and 8th Grade Counselors
- Family Solutions Collaborative
- Supplemental Intern Counseling Services
- “Student Assistance Program” (SAP) Counselor (grant funded)
- School Resource Officer (Part-time)
- “Think Together” after-school program
- Supplemental Education Services (SES)
- AVID

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,240	\$41,692
Mid-Range Teacher Salary	\$68,012	\$68,251
Highest Teacher Salary	\$82,034	\$86,582
Average Principal Salary (Elementary)	\$112,558	\$108,334
Average Principal Salary (Middle)	\$103,871	\$111,791
Superintendent Salary	\$218,052	\$180,492
Percent of Budget for Teacher Salaries	44.00%	42.00%
Percent of Budget for Administrative Salaries	7.00%	6.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-Language Arts (ELA) and Mathematics in grades two through eleven; Science in grades five, eight, and nine through eleven; and Social Science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; Mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and Science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	30%	34%	34%	39%	41%	44%	50%	52%	54%
Mathematics	32%	40%	43%	49%	53%	55%	46%	48%	50%
Science	39%	44%	43%	37%	45%	46%	50%	53%	56%
History-Social Science	20%	27%	24%	20%	25%	33%	41%	44%	48%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	44%	55%	46%	33%
All Students at the School	34%	43%	43%	24%
Male	30%	40%	42%	24%
Female	40%	46%	44%	25%
Black or African American	25%	48%	60%	19%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	35%	43%	42%	25%

Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	26%	35%	0%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	33%	42%	41%	24%
English Learners	11%	28%	14%	4%
Students with Disabilities	12%	14%	14%	0%
Students Receiving Migrant Education Services				

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.**

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	22.40%	19.70%	16.70%

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	2	2	2
Similar Schools	5	7	6

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	31	2	34
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	30	7	39
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	30	1	33
English Learners	36	-7	44
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	664	710	16,496	757	4,683,676	778
Black or African American	29	715	492	747	317,856	696
American Indian or Alaska Native	2		69	770	33,774	733
Asian	6		343	905	398,869	898
Filipino	2		81	885	123,245	859
Hispanic or Latino	597	712	14,465	750	2,406,749	729
Native Hawaiian or Pacific Islander	0		82	796	26,953	764
White	21	602	827	807	1,258,831	845
Two or More Races	7		117	818	76,766	836
Socioeconomically Disadvantaged	616	704	14,554	749	2,731,843	726
English Learners	363	664	9,369	727	1,521,844	707
Students with Disabilities	83	465	1,811	616	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		26
Percent of Schools Currently in Program Improvement		81.3%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Not Applicable

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Wiltsey provides ongoing professional development for our entire staff, not only on the contact-designated Tuesdays, but during staff meetings, PLC meetings, and during on-site after hour voluntary trainings offered by the site Instructional Coach. Staff members have the opportunity to attend off-site professional development as long as it pertains to our site agreed upon High Leverage Activities:

1. Improving instructional strategies with a focus on student engagement, academic language and verbal scaffolding.
2. Providing time for teachers to regularly collaborate around assessment data and student work to inform instruction.

Wiltsey has implemented a variety of system-wide strategies and expectations including the use of: the adopted textbooks in all curricular areas, “double-blocking” students in math and language arts based on student needs, the use of learning targets and common assessments, the use of the Analytical Teaching Model, Thinking Maps, data to analyze results and inform instruction and ongoing collaboration through regular department meetings and common prep periods.

Our site Instructional Coach serves as an integral component of the development, implementation, and delivery of site deliberate decisions in regards to professional development.

Ray Wiltsey Middle

School Accountability Report Card, 2010-2011

Ontario-Montclair Elementary

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org