Woodrow Wilson Middle

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Marc Winger
E-mail Address	mwinger@gusd.net
Web Site	www.gusd.net

| School Contact Information - Most Recent Year	
School Name	Woodrow Wilson Middle
Street	1221 Monterey Rd.
City, State, Zip	Glendale, Ca, 91206-2521
Phone Number	818-244-8145
Principal	Dr. Chris Coulter, Principal
E-mail Address	ccoulter@gusd.net
County-District-School (CDS) Code	19645686061311

Last updated: 1/15/2016

School Description and Mission Statement - Most Recent Year

Wilson Middle School is committed to providing a safe, supportive, and welcoming environment in addition to a comprehensive educational program that strives for intellectual, creative, physical, and social development for all students to demonstrate academic growth, responsbility, self-confidence, and an appreciation of diversity.

Last updated: 1/15/2016

## Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 6	268
Grade 7	433
Grade 8	482
Total Enrollment	1183
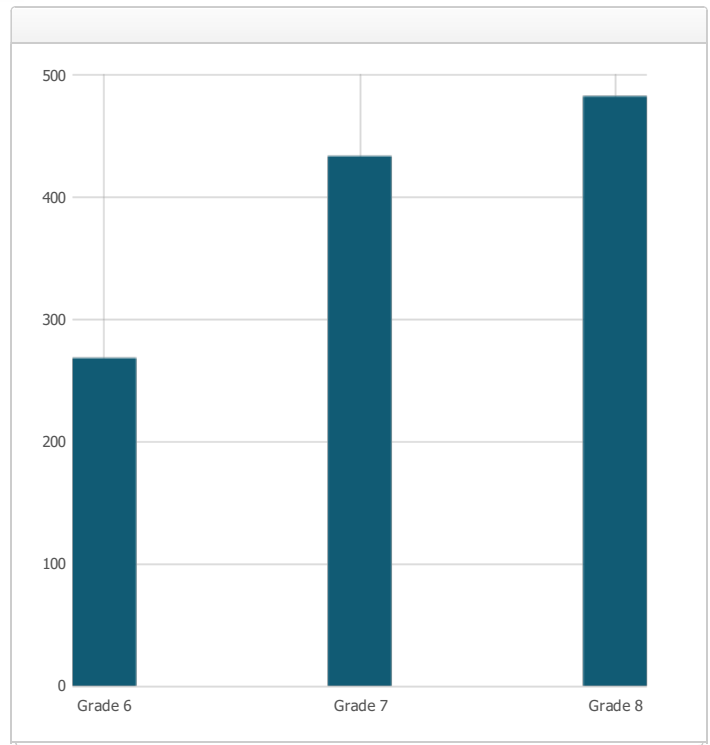
Last updated: 1/15/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.3 %
American Indian or Alaska Native	0.5 %
Asian	5.2 %
Filipino	8.4 %
Hispanic or Latino	20.7 %
Native Hawaiian or Pacific Islander	0.1 %
White	61.4 %
Two or More Races	1.4 %
Socioeconomically Disadvantaged	59.9 %
English Learners	15.8 %
Students with Disabilities	7.6 %
Foster Youth	0.1 %
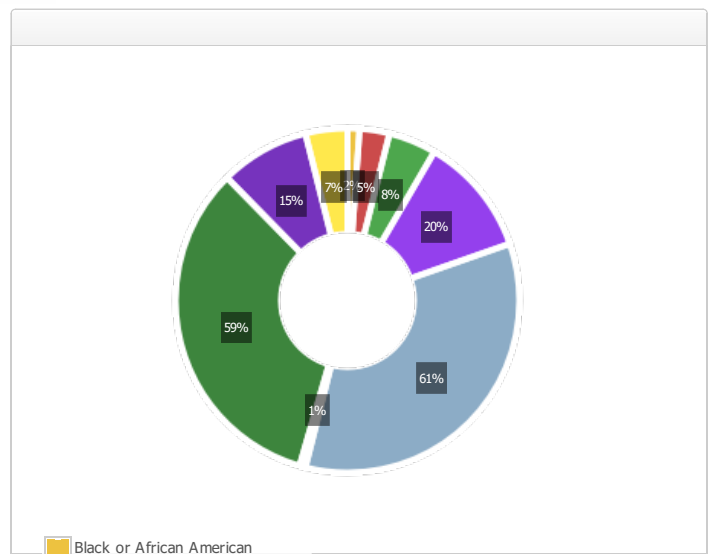
Last updated: 1/15/2016

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	54	50	49	1089
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	8	9	6	65
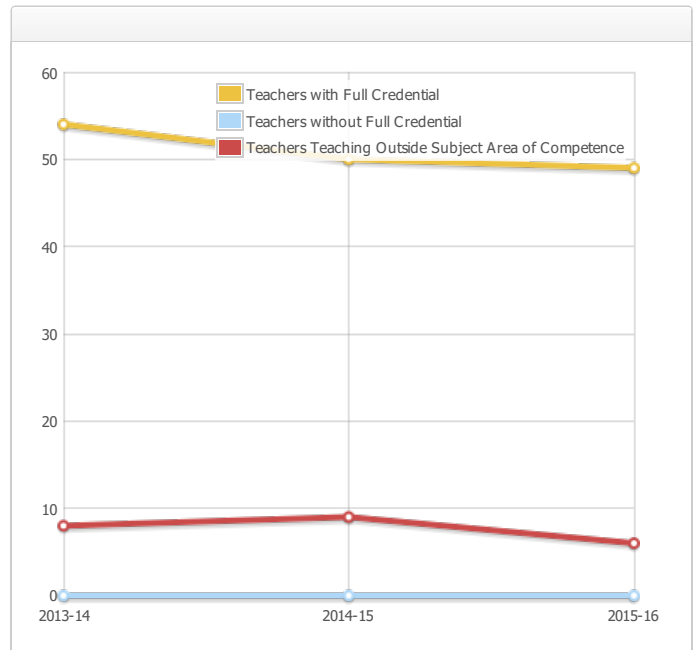
Last updated: 1/15/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
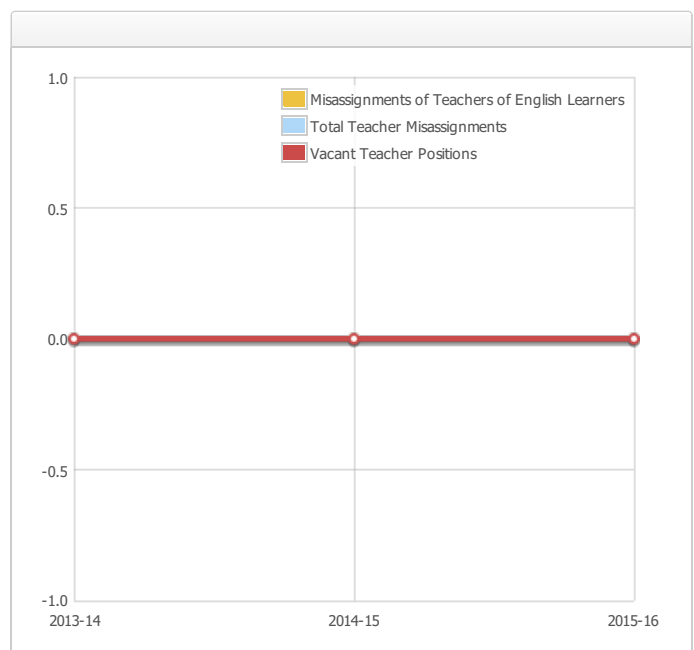
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/15/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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	99.0%	1.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell - The Language of Literature/2003	Yes	0.0 %
Mathematics	McDougal Littell - Math, Course 2/2008 McDougal Littell - Albegra 1 Concepts and Skills/2008	Yes	0.0 %
Science	Prentice Hall - California Earth Science/2007 Prentice Hall - California Life Science/2007 Prentice Hall - California Physcial Science/2007	Yes	0.0 %
History-Social Science	McDougal Littell - World History: Ancient Civilizations/2006 McDougal Littell - World History: Medieval & Early Modern Times/2006 McDougal Littell - Creating America: Beginnings through WWI/2006	Yes	0.0 %
Foreign Language	McGraw-Hill Glencoe - Bon Voyage/2005	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/15/2016

School Facility Conditions and Planned Improvements - Most Recent Year

The main buildings on our campus were built in 1954. The most recent renovations to our school occurred in 2006, when upgrades were made to some classrooms, heating, air-conditioning, electrical systems, lighting, and technology. Wi-Fi capacity has also been updated for increased bandwidth to support numerous portable computers that can be used in classrooms.

Our custodians provide excellent maintenance and cleaning of our buildings and grounds. Our ADA compliant school features a library, a cafeteria, gymnasium, auditorium, and two computer labs in addition to specialized classrooms for art, drama, consumer education/cooking, music, and science. All buildings are permanent structures with no portable or modular buildings.

Last updated: 1/15/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Repair exhaust fans and set thermostates
Interior: Interior Surfaces	Good	Replace ceiling tiles in four classrooms; paint most of the classrooms and patch holes
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Kitchen floors need fresh cleaning and paint
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	broken window in classrooms

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

Overall Rating	Good

Last updated: 1/15/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	50.0%	58.0%	44.0%
Mathematics (grades 3-8 and 11)	37.0%	49.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/15/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	265	257	97.0%	26.0%	26.0%	36.0%	10.0%
Male	265	140	52.8%	32.0%	26.0%	31.0%	7.0%
Female	265	117	44.2%	18.0%	26.0%	43.0%	14.0%
Black or African American	265	8	3.0%	--	--	--	--
American Indian or Alaska Native	265	1	0.4%	--	--	--	--
Asian	265	11	4.2%	9.0%	45.0%	27.0%	18.0%
Filipino	265	15	5.7%	13.0%	40.0%	40.0%	7.0%
Hispanic or Latino	265	60	22.6%	32.0%	32.0%	28.0%	7.0%
Native Hawaiian or Pacific Islander	265	1	0.4%	--	--	--	--
White	265	159	60.0%	25.0%	22.0%	40.0%	11.0%
Two or More Races	265	2	0.8%	--	--	--	--
Socioeconomically Disadvantaged	265	166	62.6%	30.0%	30.0%	33.0%	5.0%
English Learners	265	53	20.0%	62.0%	25.0%	6.0%	0.0%
Students with Disabilities	265	24	9.1%	71.0%	17.0%	4.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/15/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	437	426	97.5%	30.0%	24.0%	35.0%	11.0%
Male	437	227	51.9%	36.0%	26.0%	28.0%	9.0%
Female	437	199	45.5%	22.0%	21.0%	42.0%	14.0%
Black or African American	437	10	2.3%	--	--	--	--
American Indian or Alaska Native	437	1	0.2%	--	--	--	--
Asian	437	19	4.3%	21.0%	5.0%	47.0%	21.0%
Filipino	437	46	10.5%	13.0%	30.0%	37.0%	15.0%
Hispanic or Latino	437	85	19.5%	34.0%	28.0%	31.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	437	256	58.6%	30.0%	23.0%	35.0%	11.0%
Two or More Races	437	9	2.1%	--	--	--	--
Socioeconomically Disadvantaged	437	244	55.8%	38.0%	25.0%	31.0%	5.0%
English Learners	437	61	14.0%	62.0%	26.0%	10.0%	0.0%
Students with Disabilities	437	25	5.7%	80.0%	8.0%	8.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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  Level 4 = Standard exceeded

Last updated: 1/15/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	485	473	97.5%	16.0%	27.0%	43.0%	13.0%
Male	485	247	50.9%	21.0%	34.0%	37.0%	9.0%
Female	485	226	46.6%	11.0%	19.0%	50.0%	19.0%
Black or African American	485	6	1.2%	--	--	--	--
American Indian or Alaska Native	485	4	0.8%	--	--	--	--
Asian	485	29	6.0%	3.0%	7.0%	59.0%	31.0%
Filipino	485	38	7.8%	8.0%	32.0%	32.0%	29.0%
Hispanic or Latino	485	96	19.8%	22.0%	33.0%	36.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	485	292	60.2%	16.0%	26.0%	46.0%	11.0%
Two or More Races	485	8	1.6%	--	--	--	--
Socioeconomically Disadvantaged	485	270	55.7%	20.0%	33.0%	38.0%	9.0%
English Learners	485	60	12.4%	48.0%	42.0%	10.0%	0.0%
Students with Disabilities	485	23	4.7%	57.0%	35.0%	4.0%	4.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/15/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	265	261	98.5%	38.0%	31.0%	16.0%	15.0%
Male	265	139	52.5%	38.0%	33.0%	13.0%	14.0%
Female	265	122	46.0%	37.0%	28.0%	19.0%	16.0%
Black or African American	265	8	3.0%	--	--	--	--
American Indian or Alaska Native	265	1	0.4%	--	--	--	--
Asian	265	11	4.2%	27.0%	27.0%	9.0%	36.0%
Filipino	265	15	5.7%	20.0%	47.0%	13.0%	20.0%
Hispanic or Latino	265	60	22.6%	52.0%	30.0%	8.0%	10.0%
Native Hawaiian or Pacific Islander	265	1	0.4%	--	--	--	--
White	265	163	61.5%	34.0%	30.0%	18.0%	17.0%
Two or More Races	265	2	0.8%	--	--	--	--
Socioeconomically Disadvantaged	265	167	63.0%	43.0%	29.0%	16.0%	11.0%
English Learners	265	55	20.8%	71.0%	18.0%	5.0%	2.0%
Students with Disabilities	265	22	8.3%	91.0%	9.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/15/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	437	432	98.9%	32.0%	33.0%	23.0%	11.0%
Male	437	232	53.1%	36.0%	31.0%	21.0%	11.0%
Female	437	200	45.8%	27.0%	35.0%	27.0%	12.0%
Black or African American	437	10	2.3%	--	--	--	--
American Indian or Alaska Native	437	1	0.2%	--	--	--	--
Asian	437	18	4.1%	17.0%	17.0%	17.0%	50.0%
Filipino	437	45	10.3%	22.0%	33.0%	33.0%	11.0%
Hispanic or Latino	437	85	19.5%	40.0%	33.0%	19.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	437	264	60.4%	31.0%	35.0%	23.0%	11.0%
Two or More Races	437	9	2.1%	--	--	--	--
Socioeconomically Disadvantaged	437	245	56.1%	40.0%	31.0%	22.0%	7.0%
English Learners	437	61	14.0%	61.0%	28.0%	7.0%	5.0%
Students with Disabilities	437	25	5.7%	80.0%	16.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/15/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	485	475	97.9%	28.0%	29.0%	21.0%	22.0%
Male	485	246	50.7%	35.0%	30.0%	16.0%	20.0%
Female	485	229	47.2%	22.0%	28.0%	25.0%	25.0%
Black or African American	485	6	1.2%	--	--	--	--
American Indian or Alaska Native	485	4	0.8%	--	--	--	--
Asian	485	29	6.0%	7.0%	14.0%	14.0%	66.0%
Filipino	485	38	7.8%	21.0%	26.0%	21.0%	32.0%
Hispanic or Latino	485	96	19.8%	44.0%	35.0%	14.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	485	294	60.6%	27.0%	29.0%	22.0%	22.0%
Two or More Races	485	8	1.6%	--	--	--	--
Socioeconomically Disadvantaged	485	272	56.1%	36.0%	31.0%	18.0%	15.0%
English Learners	485	63	13.0%	68.0%	19.0%	5.0%	8.0%
Students with Disabilities	485	23	4.7%	74.0%	17.0%	9.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/15/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	81.0%	78.0%	75.0%	73.0%	72.0%	70.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/15/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	70.0%
All Students at the School	75.0%
Male	73.0%
Female	77.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	93.0%
Filipino	81.0%
Hispanic or Latino	67.0%
Native Hawaiian or Pacific Islander	--
White	75.0%
Two or More Races	--
Socioeconomically Disadvantaged	69.0%
English Learners	39.0%
Students with Disabilities	36.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/15/2016

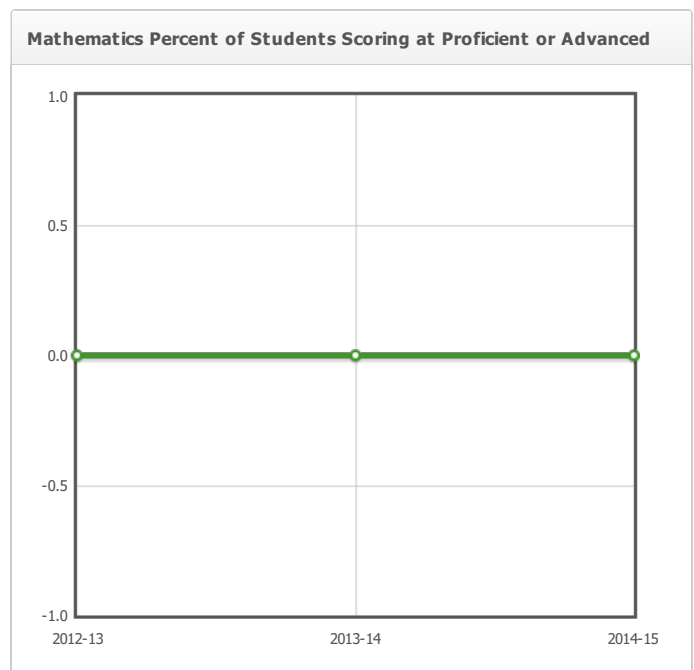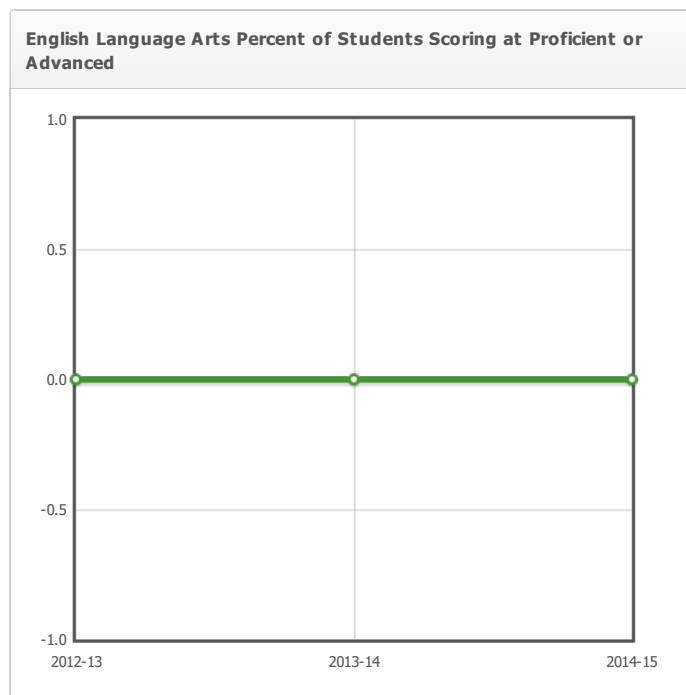# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	74.0%	55.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	81.0%	60.0%	61.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

English Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 1/15/2016

California Physical Fitness Test Results (School Year 2014-15)

	Percent of Students Meeting Fitness Standards		
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.1%	20.4%	38.3%

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.

Last updated: 1/15/2016

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 - Most Recent Year

Wilson has an active Parent Teacher Student Association (PTSA). This group does many things to help make our school a success including fundraising, providing parent educatin opportunities, and directly supporting students by assisting with field trips, assemblieis, and student activities. Parents also volunteer as coaches/mentors for athletics, theater, art, and music productions.

Teachers and Counselors regularly hold conferences with parents throughout the school year to keep all stakeholders involved. Howdy Night, Back to School Night, and Open House provide parents with an opportunity to tour the school with their students, and to meet the faculty and staff. In addition to regular telephone messages sent home from the principal, parents may sign up for our weekly email bulletins through our website at www.wilsonknights.org. Wilson also maintains a facebook page (Wilson Knightly News), and parents may opt into text message alerts through Remind.com. We strongly encourage parents to attend PTSA meetings, school events as well as to volunteer at the school, visit classrooms, and assist in fundraising efforts in support of our school programs.

Student progress is communicated in many ways. Progress reports and report cards are mailed every five weeks during the school year. Parents may request translation of documents, newsletters, and meetings in any language at any time. We also offer Parent Connect, which is an online portal directly linked to our student information system. With this tool, parents can stay up-to-date on their child's attendance, grade reports, and in many cases the teacher's grade book.

State Priority: Pupil Engagement

Last updated: 1/15/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

	School			District			State		
Indicator	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	0.00	91.90	0.00	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
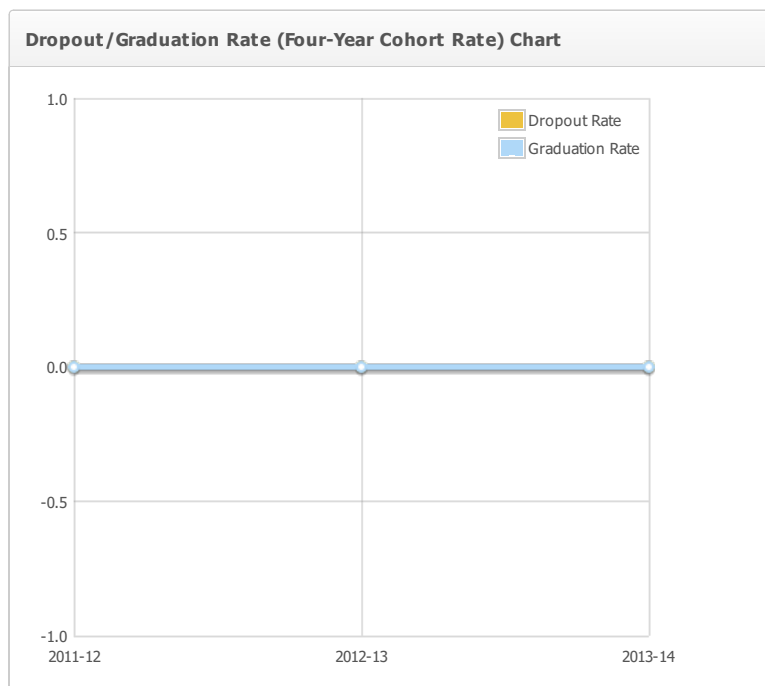
Last updated: 1/15/2016

Completion of High School Graduation Requirements

|	Graduating Class of 2014		
Student Group	**School**	**District**	**State**
All Students	--	70	84
Black or African American	--	62	76
American Indian or Alaska Native	--	64	78
Asian	--	79	92
Filipino	--	90	96
Hispanic or Latino	--	72	81
Native Hawaiian or Pacific Islander	--	59	83
White	--	72	89
Two or More Races	--	74	82
Socioeconomically Disadvantaged	--	69	81
English Learners	--	38	50
Students with Disabilities	--	43	61
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

	School			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.3	3.6	4.3	2.9	3.6	2.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1
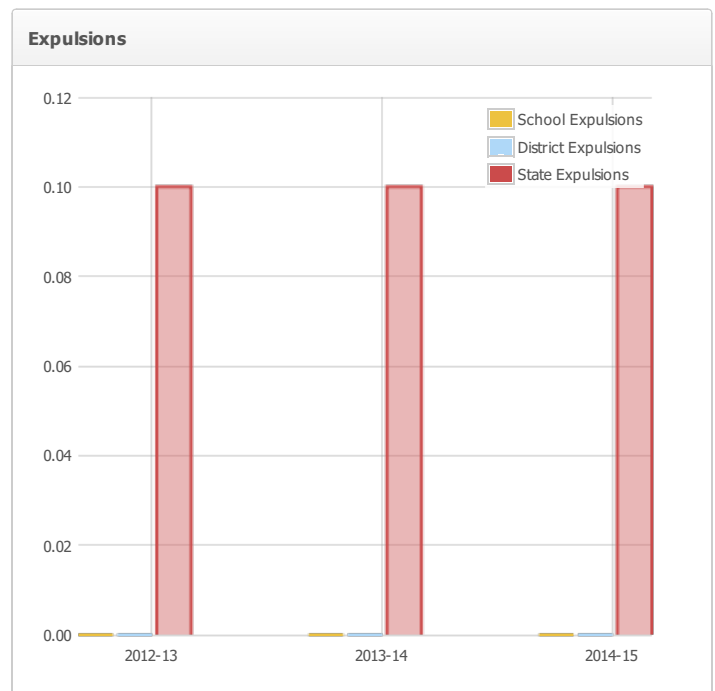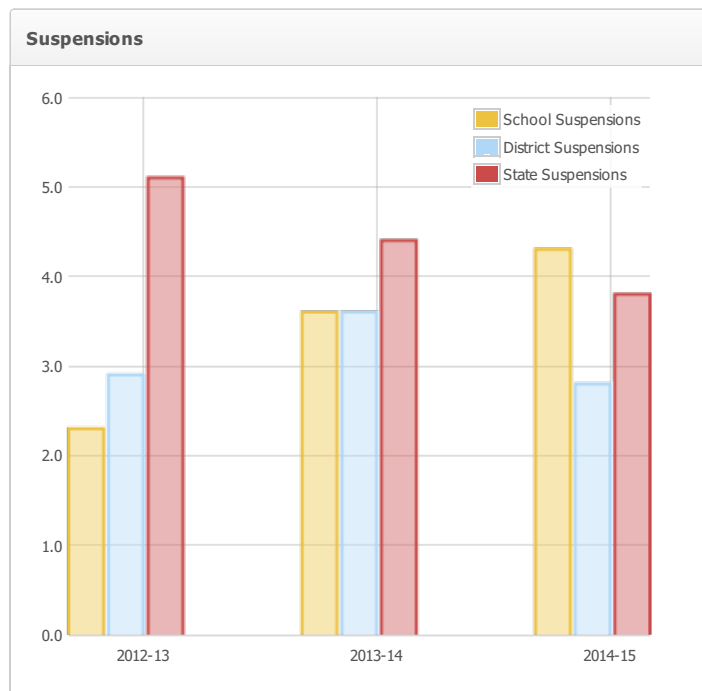
Last updated: 1/15/2016

School Safety Plan - Most Recent Year

Our safety plan, which is updated annually with the input of the entire Wilson facilty, covers the procedures that we follow in emergency situations (earthquakes, fires, intruders, etc.). We distribute the safety plan to teachers, school staff, emergency personnel, and members of the School Site Council (SSC). Parents may review the safety plan upon request. Communicating with parents during emergencies is a high priority. To contact parents during an emergency situation, parents will receive an automated phone call.

To ensure safety, Wilson is continuously monitored by security cameras both inside and outside of buidings. Before and after school, teachers, administrators, classified staff, and security personnel monitor the grounds and surrounding areas to ensure that students arrive safely to school. Student safety is closely monitored during drop-off and pick-up times, with designated school traffic zones and drop-off/pick-up lanes. During snack and lunch, students are confined to a designated eating area and playground, which is monitored by teachers, administrators, counselors, and classified staff.

Wilson Middle School operates a closed-campus. This means visitors must check-in through the main office and students are not permitted to leave without permission during the school day. Parents are provided school rules at the beginning of the school year and students are advised of these rules through the school website and through assemblies in both the first and second semesters. When students do not follow rules, progressive consequences are assigned to the student in accordance with GUSD Board Policies and California Education Code. Our focus is to remind the student their purpose at school is to learn.

Last updated: 1/15/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 1/15/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	77.8%

Note: Cells with NA values do not require data.

Last updated: 1/15/2016

Average Class Size and Class Size Distribution (Elementary)

	2012-13				2013-14				2014-15			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6	31.0	7	23	18	29.0	11	21	15	35.0		9	26
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/15/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13 Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+	2013-14 Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+	2014-15 Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.0	13	22	11	22.0	22	26	2	25.0	9	31	1
Mathematics	29.0	6	15	17	29.0	8	14	14	28.0	6	16	11
Science	31.0	5	7	22	30.0	5	8	20	29.0	4	14	13
Social Science	31.0	5	7	22	30.0	5	10	19	30.0	4	11	16

* 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.

Last updated: 1/15/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	600.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values 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.

Last updated: 1/15/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$5911.0	$661.0	$5250.0	$79299.0
District	N/A	N/A	$4832.0	$76630.0
Percent Difference – School Site and District	N/A	N/A	0.1%	--
State	N/A	N/A	$5348.0	$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/15/2016

## Types of Services Funded (Fiscal Year 2014-15)

A combination of state and federal funding is used to cover all aspects of our instructional program. We use this funding to provide students with an after school homework and computer lab where they can get assistance with homework and complete assignments. There are also several clubs that meet during lunch or after school for students to get more involved in activities outside the regular school day. Strong PTSA and Associated Student Body (ASB) groups are evident in many of our schools' supplemental activities. All Glendale Unified Schools benefit from the support of the Glendale Educational Foundation (GEF), which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

Last updated: 1/15/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,725	$43,165
Mid-Range Teacher Salary	$67,125	$68,574
Highest Teacher Salary	$90,802	$89,146
Average Principal Salary (Elementary)	$109,834	$111,129
Average Principal Salary (Middle)	$121,635	$116,569
Average Principal Salary (High)	$131,723	$127,448
Superintendent Salary	$259,000	$234,382
Percent of Budget for Teacher Salaries	41.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
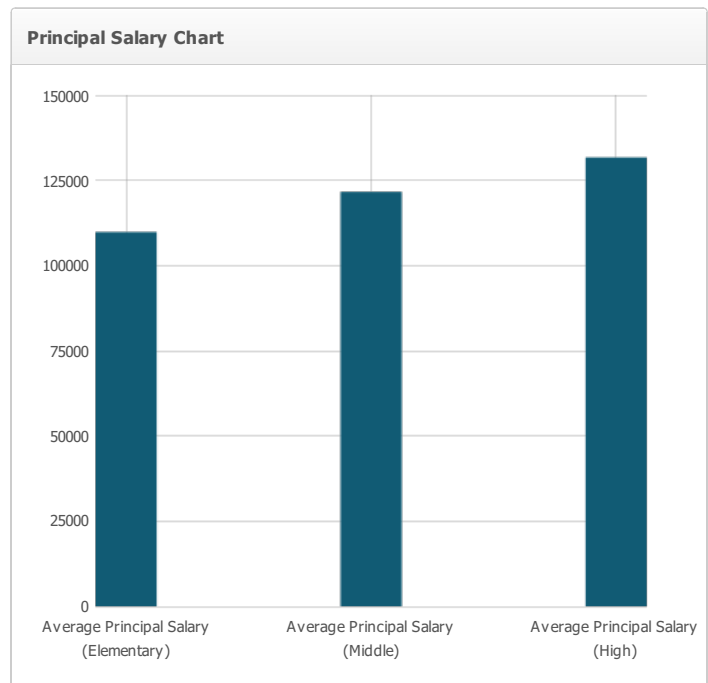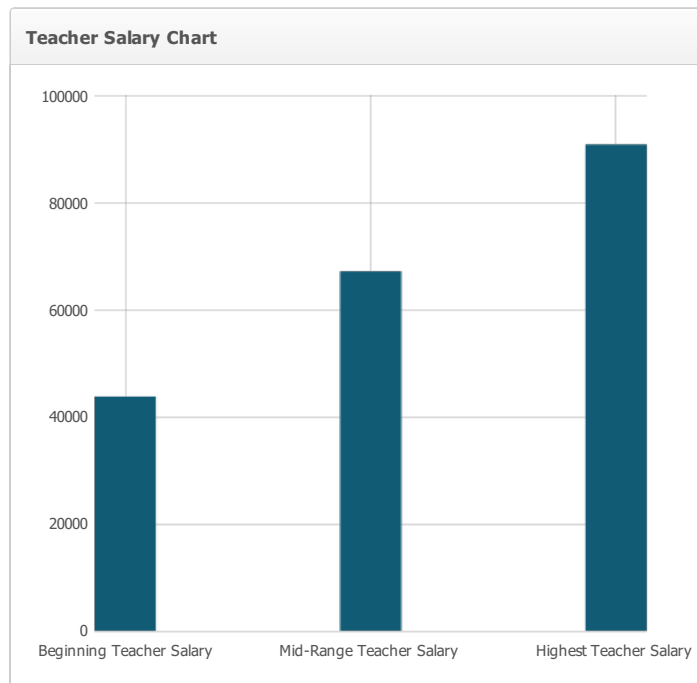
Last updated: 1/15/2016

Professional Development – Most Recent Three Years

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or

faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

Last updated: 1/25/2016