

# Emma Wilson Elementary School

## 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 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., 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Emma Wilson Elementary School
<b>Street</b>	1530 West Eighth Avenue
<b>City, State, Zip</b>	Chico, CA 95926
<b>Phone Number</b>	(530) 891-3297
<b>Principal</b>	Kimberly Rodgers
<b>E-mail Address</b>	<a href="mailto:kr Rodgers@chicousd.org">kr Rodgers@chicousd.org</a>
<b>Web Site</b>	<a href="http://emmawilson.chicousd.org/">emmawilson.chicousd.org/</a>
<b>Grades Served</b>	K-6
<b>CDS Code</b>	04-61424-6111116

<b>District Contact Information</b>	
<b>District Name</b>	Chico Unified School District
<b>Phone Number</b>	(530) 891-3000
<b>Superintendent</b>	Kelly Staley
<b>E-mail Address</b>	kstaley@chicousd.org
<b>Web Site</b>	www.chicousd.org

### **School Description and Mission Statement (Most Recent Year)**

Emma Wilson Elementary School is located on the suburban west side of Chico, serving children from Chico's northwest quadrant as well as the surrounding neighborhood. The beautiful campus is surrounded by quiet neighborhoods, orchards and an adjacent city park. Emma Wilson enrolls students in transitional kindergarten through sixth grade. It is one of thirteen elementary schools out of twenty-two schools in the Chico Unified School District (CUSD). Emma Wilson has an ethnically diverse pupil population and is served by a dedicated staff. Both staff and parents are thrilled to be a part of the challenges and opportunities of operating into our third decade of operation. The Emma Wilson community is committed to making our school exemplary. This dedication and determination ensures that each student achieves academic success. With academic success, each student can reach his or her personal goals with self-confidence and pride.

Our Mission at Emma Wilson Elementary School is to assure high levels of learning for all students: "Everyone Working for Excellence"

Our Vision at Emma Wilson is guided by the following essential questions:

- 1) What do we expect students to learn?
- 2) How do we know when they have learned it?
- 3) How will we respond when students don't learn?
- 4) What enrichment opportunities will we provide students?
- 5) How will we provide students the opportunity to connect to our community?

#### **Support Services and Programs:**

- Student Leadership group
- 5th and 6th grade band
- Healthy Play/PIP- grades K-5
- Tool Box and Second Step
- Collaboration with CSU, Chico-CAVE aides
- Active P.T.S.A.
- After School Program through Chico Area Recreation Department (CARD)
- Response to Intervention (RTI) Program
- English Language Development (ELD)
- Title 1 Program Support
- Parent Liaison
- Full time campus supervisor
- Collaboration with CSU, Chico-counseling interns
- BEST Positive Behavior Support Program

#### **Other Pride and Strengths:**

- California Distinguished School 2010

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

Grade Level	Number of Students
Kindergarten	101
Grade 1	89
Grade 2	99
Grade 3	83
Grade 4	64
Grade 5	89
Grade 6	84
<b>Total Enrollment</b>	<b>609</b>

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

Student Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	1.6
Asian	6.7
Filipino	1
Hispanic or Latino	19.5
Native Hawaiian or Pacific Islander	0.3
White	64
Two or More Races	1.3
Socioeconomically Disadvantaged	46.1
English Learners	7.2
Students with Disabilities	12.8
Foster Youth	1.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	32	34	30	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### 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.

### 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	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.4	1.6
High-Poverty Schools in District	97.7	2.3
Low-Poverty Schools in District	99.1	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 (School Year 2015-16)

Year and month in which data were collected: October 2015

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. Subjects are reviewed on a seven-year cycle. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education. The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. These standards aligned textbooks are in the hands of all students within two years of adoption.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McMillan/McGraw-Hill - CA Treasures - 2010	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math - 2009 (Revised: K-2 in 2013, 3 - 6 in 2014)	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on CA Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	0
Foreign Language	Meets State Guidelines		0
Health	Meets State Guidelines		0
Visual and Performing Arts	Meets State Guidelines		0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)			N/A

### School Facility Conditions and Planned Improvements (Most Recent Year)

Emma Wilson School takes great efforts to ensure that our campus is clean, safe, and functional. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Emma Wilson School was constructed in 1992-93. Our facility houses 30 classrooms. The school has three large playground areas designated for kindergarten, primary and intermediate. The school has posted requirements that all visitors check in at the office and receive a visitor's badge or sticker. The school provides before-school and after-school supervision for students being dropped off or picked up. District maintenance staff and site custodial staff ensure that the school is in good repair and working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The principal works closely with the custodial staff to ensure that all school facilities are kept clean and free of safety hazards. The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist the school district with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Rm 17 carpets need stretched (WO #37040). Rm 22 ceiling tile needs replaced (WO #37041).
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Gutters outside Rm 17 leak (WO #37042).
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month in which data were collected: December 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			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], 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 (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	47	48	44
Mathematics	40	41	33

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.

**CAASPP Assessment Results - English Language Arts (ELA)**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	84	82	97.6	37	29	20	15
	4	61	60	98.4	18	32	25	25
	5	89	83	93.3	17	25	35	23
	6	90	86	95.6	27	28	29	16
Male	3		50	59.5	36	26	26	12
	4		29	47.5	21	24	28	28
	5		45	50.6	18	27	40	16
	6		38	42.2	32	32	26	11
Female	3		32	38.1	38	34	9	19
	4		31	50.8	16	39	23	23
	5		38	42.7	16	24	29	32
	6		48	53.3	23	25	31	21
Black or African American	3		1	1.2	--	--	--	--
	4		3	4.9	--	--	--	--
	5		4	4.5	--	--	--	--
	6		3	3.3	--	--	--	--
American Indian or Alaska Native	3		1	1.2	--	--	--	--
	4		2	3.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		1	1.1	--	--	--	--
	6		2	2.2	--	--	--	--
Asian	3		4	4.8	--	--	--	--
	4		6	9.8	--	--	--	--
	5		7	7.9	--	--	--	--
	6		4	4.4	--	--	--	--
Filipino	4		1	1.6	--	--	--	--
	5		1	1.1	--	--	--	--
Hispanic or Latino	3		17	20.2	47	24	18	12
	4		10	16.4	--	--	--	--
	5		20	22.5	45	35	15	5
	6		14	15.6	36	50	7	7
Native Hawaiian or Pacific Islander	3		1	1.2	--	--	--	--
	4		1	1.6	--	--	--	--
	5		0	0.0	--	--	--	--
White	3		55	65.5	27	33	24	16
	4		36	59.0	11	28	31	31
	5		48	53.9	8	21	40	31
	6		60	66.7	20	25	33	22
Two or More Races	3		3	3.6	--	--	--	--
	4		1	1.6	--	--	--	--
	6		1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3		34	40.5	47	24	15	15
	4		28	45.9	32	32	14	21
	5		36	40.4	33	19	39	8
	6		41	45.6	46	27	22	5
English Learners	3		3	3.6	--	--	--	--
	4		6	9.8	--	--	--	--
	5		3	3.4	--	--	--	--
	6		4	4.4	--	--	--	--
Students with Disabilities	3		10	11.9	--	--	--	--
	4		4	6.6	--	--	--	--
	5		11	12.4	45	27	27	0
	6		8	8.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6	--	--	--	--	--	--	--

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.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	3	84	82	97.6	37	24	29	10
	4	61	60	98.4	20	37	37	7
	5	89	84	94.4	25	30	29	17
	6	90	84	93.3	42	24	24	11
<b>Male</b>	3		50	59.5	38	20	30	12
	4		29	47.5	14	34	38	14
	5		46	51.7	26	28	33	13
	6		37	41.1	41	30	24	5
<b>Female</b>	3		32	38.1	34	31	28	6
	4		31	50.8	26	39	35	0
	5		38	42.7	24	32	24	21
	6		47	52.2	43	19	23	15
<b>Black or African American</b>	3		1	1.2	--	--	--	--
	4		3	4.9	--	--	--	--
	5		4	4.5	--	--	--	--
	6		3	3.3	--	--	--	--
<b>American Indian or Alaska Native</b>	3		1	1.2	--	--	--	--
	4		2	3.3	--	--	--	--
	5		1	1.1	--	--	--	--
	6		1	1.1	--	--	--	--
<b>Asian</b>	3		4	4.8	--	--	--	--
	4		6	9.8	--	--	--	--
	5		8	9.0	--	--	--	--
	6		4	4.4	--	--	--	--
<b>Filipino</b>	4		1	1.6	--	--	--	--
	5		1	1.1	--	--	--	--
<b>Hispanic or Latino</b>	3		17	20.2	35	24	29	12
	4		10	16.4	--	--	--	--
	5		20	22.5	55	25	15	5



Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		13	14.4	69	15	15	0
Native Hawaiian or Pacific Islander	3		1	1.2	--	--	--	--
	4		1	1.6	--	--	--	--
	5		0	0.0	--	--	--	--
White	3		55	65.5	33	24	33	11
	4		36	59.0	11	36	42	11
	5		48	53.9	15	33	29	23
	6		60	66.7	33	27	27	13
Two or More Races	3		3	3.6	--	--	--	--
	4		1	1.6	--	--	--	--
	6		1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3		34	40.5	41	29	24	6
	4		28	45.9	32	39	25	4
	5		36	40.4	39	33	22	6
	6		39	43.3	62	23	13	3
English Learners	3		3	3.6	--	--	--	--
	4		6	9.8	--	--	--	--
	5		4	4.5	--	--	--	--
	6		4	4.4	--	--	--	--
Students with Disabilities	3		10	11.9	--	--	--	--
	4		4	6.6	--	--	--	--
	5		11	12.4	64	27	9	0
	6		7	7.8	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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.

#### 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)	63	76	75	66	67	64	59	60	56

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 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	64
All Students at the School	75
Male	76
Female	75
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	35
White	91
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	61
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.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.20	30.60	31.80

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.

## C. Engagement

### State Priority: Parental Involvement

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

Our School Site Council, made up of parents and staff members, provides leadership through the development of our school plan, Local Control Accountability Plan (LCAP) and other school activities. The families are given the opportunity to participate in a school climate survey every year to determine what parents think of the school's effectiveness. The PTSA is a strong, active organization which sponsors the Fall Festival, various fundraisers, Book Fair and many other educational activities for students and families.

We have a variety of daytime and evening activities for our families. Some of these activities include: Family Math Nights, Open House, Back to School Night, Title 1 parent meetings, English Learner Advisory Committee meetings and a number of student performances and curricula presentations.

Our teachers and administrator have an "open door policy" which invites parents to our school for thoughtful and essential dialogue. Discussions can range from student concerns and joys, to policies and procedures, and questions and input.

All parental involvement opportunities and contacts can be found on the school website at: <http://emmawilson.chicousd.org/>

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	5.14	3.08	0.57	6.43	5.36	3.44	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.31	0.28	0.25	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

Our Safe Schools Plan includes emergency procedures in case of fire, earthquake, or other disaster. The Safe Schools Plan is updated annually in accordance with Senate Bill 187. The key elements of the Safe School Plan are: traumatic incidents, imminent danger procedure (code red), evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. The staff and students have received special training on procedures to follow in the event of an emergency. A copy of these procedures is available in the office and in every classroom for viewing. In an effort to ensure student safety while traveling to and from school, a crossing guard is located at the stop sign on the corner of West Sacramento Avenue and West Eighth Avenue. A traffic light is in place at Nord Avenue and West Eighth Avenue. A stop sign is in place at the corner of West Eighth Avenue and Forty Niner Court. Parents have signed a "Traffic Calming Plan" promoting student safety, courtesy and efficiency of traffic flow. We are focusing on the premise that "We value a physically and emotionally safe and secure school environment," which is a high priority at Emma Wilson.

## 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
<b>Made AYP Overall</b>	Yes	No	Yes
<b>Met Participation Rate: English-Language Arts</b>	Yes	No	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	No	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	Yes	Yes	Yes
<b>Met Graduation Rate</b>	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement</b>		2004-2005
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	9
<b>Percent of Schools Currently in Program Improvement</b>	N/A	69.2

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		5		20	4	1		20	4	1	
1	28		3		24		4		21	1	3	
2	28		2		29		3		24		4	
3	28		4		30		2		27		3	
4	27		3		28		4		31		2	
5	30		3		24		3		29		3	
6	28		4		31		3		28		3	
Other					5	1			7	2		

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

### 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	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.4375	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist	0	N/A
Other	0	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.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,394.71	\$2,269.97	\$6,124.75	\$62,700.00
District	N/A	N/A	\$6,351.27	\$62,700
Percent Difference: School Site and District	N/A	N/A	-3.6	0.0
State	N/A	N/A	\$5,348	\$71,529
Percent Difference: School Site and State	N/A	N/A	11.0	-8.7

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

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

Emma Wilson receives the following funding:

- LCAP funds to support programs and activities to assist English learners, foster youth, and socioeconomically disadvantaged students achieve high levels of proficiency in English language arts and math.

- Title I funds to support students who are achieving below grade level standards.
- Safe Schools funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
- Title II federal funds to provide ongoing staff development for teachers and principals.

#### Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$38,541	\$43,062
<b>Mid-Range Teacher Salary</b>	\$53,749	\$67,927
<b>Highest Teacher Salary</b>	\$85,671	\$87,811
<b>Average Principal Salary (Elementary)</b>	\$90,079	\$110,136
<b>Average Principal Salary (Middle)</b>	\$102,761	\$115,946
<b>Average Principal Salary (High)</b>	\$101,472	\$124,865
<b>Superintendent Salary</b>	\$170,000	\$211,869
<b>Percent of Budget for Teacher Salaries</b>	38%	39%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

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

#### Professional Development (Most Recent Three Years)

Teachers participated in a survey at the beginning of the school year to determine district and site-level professional development needs. The professional development offered supports district and site level goals and objectives and are selected based on data results from district assessments, SBAC, attendance rates, number of discipline incidences in addition to survey results and individual teacher requests/needs. Instructional staff participates in selected in-service days designed to improve teaching skills. Curriculum/Instruction improvement is an ongoing process at Emma Wilson School.

The following is a list of professional development opportunities that are being provided for teachers this year:

Close Reading, Trauma, De-escalation and Nurtured heart, Technology, Strategies for Struggling Students, SBIT, Guided Reading/Small Group Instruction, CCSS Implementation in ELA and Math.

Our school is participating in Primary Behavior Intervention Support (PBIS) trainings over the next three years to assist us in improving/revising our existing behavior support procedures. Currently we are utilizing the BEST program which is very similar to PBIS. A team consisting of 11 teachers, aides, supervisors, parents and the principal are receiving this training and has a crucial role in developing our new procedures. This committee is responsible for gathering input from all facets of the school community and will be a part of facilitating the implementation process, to include staff training.

In addition to the above, seven teachers are participation in a three year CCSS Math Grant through CSU Chico.

Methods by which professional development is delivered at Emma Wilson: staff meetings, PLC meetings, district-wide staff development/workshops, out of district workshops and conferences, classroom observations, peer mentoring/coaching, etc.

Teachers are supported through the following: in-class/peer coaching, teacher-principal meetings, student performance data reporting, Title 1 Coordinator, Teacher/Student Support Teacher, SST and SBIT meetings and PBIS committee. Opportunities to meet in grade level PLCs are provided to analyze student performance data, develop interventions and plan instruction. The Instructional Leadership Team (ITL) meets regularly to examine instruction, curriculum, and assessment issues, as well as school-community relations and school procedures.

