

# Montebello Unified School District Wilcox Elementary School

Grades TK through 5  
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## 2017-18 School Accountability Report Card

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## Principal's Message

The Wilcox Elementary School vision proactively supports the MUSD Mission, which is to create a learning community focused on the preparation of all students for high school graduation, career and ultimately to achieve personal and academic success. At Wilcox we support the alignment with common core, affirming the district's commitment to improving learning for all of students by providing organizational structures and capacity of all personnel to implement and sustain a rigorous curriculum.

Wilcox is a great place for learning. We have a nurturing, safe attractive environment in which students, parents, staff and the community are focused and committed on the preparation of our students to achieve personal and academic success. We encourage and support our students to be innovative & critical thinkers, who are creative and collaborate with others and promote a community of mutual respect and social responsibility.

Our staff works collaboratively to create a learning environment, which has high academic standards and expectations, teaches respect, responsibility, pride, and models life long learning.

We welcome parents as our partners in supporting our students to reach academic and personal success. We appreciate parent participation with daily reading, support with daily homework and special class projects. We encourage and welcome good communication between the parents and classroom teachers as a vital component of our students' success.

## Mission Statement

We promote rigor, relevance and relationships. We continually refine our organization so that all learners have the opportunity to think critically, establish relationships, collaborate and communicate effectively as we prepare them for success in college, career and beyond. This can be achieved through working together as partners with our parents and community.

## School Description

Wilcox Elementary School is located in the northern region of Montebello and serves students in grades transitional kindergarten through five following a modified traditional calendar. At the beginning of the 2017-18 school year, 604 students were enrolled, including 14.7% in special education, 30.6% qualifying for English Language Learner support, and 81.5% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2017-18			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	0.00%	Transitional Kindergarten	0
Amer. Indian or Alaska Native	0.20%	Kindergarten	108
Asian	2.60%	Grade 1	96
Filipino	1.00%	Grade 2	107
Hisp. or Latino	93.90%	Grade 3	88
Native Hawaiian or Pacific Islander	0.30%	Grade 4	101
White	1.20%	Grade 5	104
Two or More Races	0.30%	Ungraded	0
Students with Disabilities	14.70%		
Socioeconomically Disadvantaged	81.50%		
English Learners	30.60%		
Foster Youth	0.50%		
Total Enrollment			604

## Student Achievement

### Physical Fitness

In the spring of each year, Wilcox Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2017-18			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Fifth	16%	28%	32%

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.

### California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California

Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Wilcox Elementary School		District		California	
	16-17	17-18	16-17	17-18	16-17	17-18
English-Language Arts/Literacy (grades 3-8 and 11)	35	33	34	35	48.0	50.0
Mathematics (grades 3-8 and 11)	31	30	20	22	37.0	38.0

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.

CAASPP Test Results in ELA by Student Group (2017-18)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	281	278	98.93	33.45
Male	136	134	98.53	19.40
Female	145	144	99.31	46.53
Black or African-Amer.				
Amer. Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hisp. or Latino	261	259	99.23	32.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races				
English Learners	108	107	99.07	22.43
Socioeconomically Disadvantaged	234	231	98.72	29.87
Students with Disabilities	48	48	100.00	4.17
Students Receiving Migrant Ed. Services				
Foster Youth	--	--	--	--

CAASPP Test Results in Mathematics by Student Group (2017-18)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	281	277	98.58	30.32
Male	137	134	97.81	24.63
Female	144	143	99.31	35.66
Black or African-Amer.				
Amer. Indian or Alaska Native	--	--		--
Asian	--	--	--	--
Filipino	--	--	--	--
Hisp. or Latino	261	258	98.85	28.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races				
English Learners	108	106	98.15	22.64
Socioeconomically Disadvantaged	234	230	98.29	26.52
Students with Disabilities	49	48	97.96	4.17
Students Receiving Migrant Ed. Services				
Foster Youth	--	--	--	--

Note: ELA/Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3 – Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Wilcox Elementary School		District		California	
	16-17	17-18	16-17	17-18	16-17	17-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered optionally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropouts*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

## Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making or advisory committee, or simply attending school events.

Parents stay informed on upcoming events and school activities through progress reports, Blackboard (automated telephone message delivery system), monthly newsletters, the Wilcox Elementary website, parent advisory committee meetings, and "Building Readers" monthly newsletters. Contact the school office at (323) 887-3082 for more information on how to become involved in your child's learning environment.

**Opportunities to Volunteer**

Classroom Helper  
 Schoolwide Activities  
 Parent Involvement Events

**Committees**

English Learner Advisory Council  
 Parent Teacher Association  
 School Site Council  
 Parent Advisory Committee  
 Compensatory Education Advisory Committee  
 School Site Safety Committee

**School Activities**

Back to School Night  
 Open House  
 Literacy Parade  
 Winter Program  
 4th Grade Trip to Sacramento  
 5th Grade Science Camp  
 College Promotion Assemblies  
 CELDT & STAR Recognition  
 Citizen of the Month  
 Anti-Bullying Assemblies  
 Harvest Festival  
 Spelling Bee Competitions  
 I'm Going to College Field Trip  
 Pennies for Patients  
 3rd Grade Annual Visits to Convalescent Homes  
 Red Ribbon Week  
 Stomp Out Bullying Week  
 Jog-A-Thon  
 Parent Workshops  
 Building Parent Capacity - CCSS Orientation  
 Parent Committee Orientations - Training  
 Writing Strategies to Use at Home - Intervention Facilitator Training  
 SBAC Orientation  
 Educational Websites for Parents to Use at Home Workshop  
 Blue Palm Training  
 Parent Involvement Academy  
 TK/Kindergarten Orientations  
 Healthy Living Series Workshop

**School Facilities & Maintenance**

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Wilcox Elementary School's original facilities were built in 1950; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial

staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Wilcox Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Restroom cleaning
- General campus cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Cafeteria/kitchen cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1950
Acreage	7.6
Square Footage	36605
	<b>Quantity</b>
Permanent Classrooms	24
Portable Classrooms	0
Restrooms (sets)	3
Multipurpose Room/Cafeteria	1
Library	1
Computer Lab	1
Media Center	1
Special Education Classroom	3
Staff Lounge	1

**Facilities Inspection**

The district's maintenance department inspects Wilcox Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Wilcox Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, December 19, 2018. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Wednesday, December 19, 2018			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior		✓	
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(A)	K2 - Exhaust fan cover missing in restroom
(B)	27, 28, 29, 30 & 24 - Stained ceiling tiles

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

**Rating Description**

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

**Campus Supervision**

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal and playground supervisors are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, the principal and playground supervisors supervise playground activity. The principal and playground supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, teachers, and playground supervisors monitor student behavior to ensure a safe and orderly departure.

Wilcox Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

**School Site Safety Plan**

The Comprehensive School Site Safety Plan was developed for Wilcox Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2018.

**Classroom Environment**

**Discipline & Climate for Learning**

Wilcox Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

	Suspensions & Expulsions		
	15-16	16-17	17-18
	WIE		
% Students Suspended	0.0	0.0	
% Students Expelled	0.0	0.0	
	MUSD		
% Students Suspended	2.8	2.4	2.6
% Students Expelled	0.0	0.0	0.0
	California		
% Students Suspended	3.7	3.6	3.5
% Students Expelled	0.1	0.1	0.1

**Class Size**

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
Grade	2015-16			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	29.0		4	
1	30.0		3	
2	26.0	1	1	2
3	25.0	1	4	
4	23.0	2	1	1
5	26.0	2		3
Other**	13.0	1		
Grade	2016-17			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	24.0		5	
1	23.0	1	3	
2	22.0		3	
3	23.0		4	
4	23.0		1	2
5	30.0	1		3
Other**	19.0	1	1	
Grade	2017-18			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	21.0	3	2	
1	24.0		4	
2	25.0		4	
3	27.0		3	
4	24.0		2	1
5	29.0	1	3	
Other**	14.0	1		

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

\*\*\*"Other" category is for multi-grade level classes.

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Wilcox Elementary School revolve around the California State Content Standards and Frameworks. During the 2017-18 school year, Wilcox Elementary School held staff development training devoted to:

- Advancement Via Individual Determination (AVID)
- English Language Proficiency Assessments for California (ELPAC)
- Logistical Planning
- Common Formative Assessments and Power Strategies
- Data Teams Support and Implementation
- District Site Leadership Team Reporting and Updates
- Rigorous Curriculum and Design (RCD)
- School Wide Plan Revisions and Recommendations
- Multi-Tiered System of Support - Behavior

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in

which additional teacher training may enhance classroom instruction and increase student achievement levels. Wilcox Elementary School supports ongoing professional growth throughout the year at weekly after school meetings. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2016-17, 2017-18 and 2018-19 school years, Wilcox Elementary School's teachers had the opportunity to attend the trainings/workshops hosted by the Montebello Unified School District that covered the following topics:

- CAASPP Training
- ELPAC Training
- Math Training
- Next Generation Science Standards (NGSS)

Wilcox Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2016-17	2017-18	2018-19
3	3	3

### Instructional Materials

All textbooks used in the core curriculum at Wilcox Elementary School are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Thursday, October 04, 2018, the Montebello Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 2(2018-2019) which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and

consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Montebello Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>English Language Arts</b>		
2017	McGraw Hill, <i>California Wonders</i>	0 %
2017	McGraw Hill, <i>Maravillas</i>	0 %
2017	McGraw Hill, <i>Maravillas Literature Anthology</i>	0 %
2017	McGraw Hill, <i>Maravillas Reading Writing Workshop</i>	0 %
2017	McGraw Hill, <i>Study Sync</i>	0 %
<b>History-Social Science</b>		
2007	Harcourt Brace, <i>Big Book Social Studies</i>	0 %
2007	Harcourt Brace, <i>Reflections</i>	0 %
<b>Mathematics</b>		
2015	Great Minds, <i>Eureka Math</i>	0 %
2009	High Scope, <i>Numbers Plus Mathematics</i>	0 %
2008	Holt, <i>California Math, Course 1</i>	0 %
<b>Science</b>		
2008	Harcourt Brace, <i>Big Book Science</i>	0 %
2008	Harcourt Brace, <i>California Science</i>	0 %

## Professional Staff

### Counseling & Support Staff

Wilcox Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Wilcox Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

### Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2017-18

	No. of Staff	FTE
Academic Counselor	0	0
Health Assistant	1	0.4
Library Media Assistant	1	0.6
Nurse	1	0.2
Psychologist	1	0.5
Speech/Language/Hearing Specialist	1	1.0

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

### Teacher Assignment

During the 2017-18 school year, Wilcox Elementary School had 26 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	WIE			MUSD
	16-17	17-18	18-19	18-19
Total Teachers	26	26	26	1018
Teachers With Full Credentials	26	26	26	1002
Teachers Without Full Credentials	0	0	0	16
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	0	0	0	5
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	1
Vacant Teacher Positions	0	0	0	18

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.

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2016-17 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2016-17		
	MUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$45,500	\$47,903
Mid-Range Teacher Salary	\$80,250	\$74,481
Highest Teacher Salary	\$103,120	\$98,269
Superintendent Salary	\$265,000	\$271,429
<b>Average Principal Salaries:</b>		
High School	\$143,330	\$142,414
Elementary School	\$136,274	\$123,495
Middle School	\$137,451	\$129,482
<b>Percentage of Budget:</b>		
Teacher Salaries	34%	35%
Administrative Salaries	6%	5%

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

### Expenditures Per Student

For the 2016-17 school year, Montebello Unified School District spent an average of \$11,807 of total general funds to educate each student (based on 2016-17 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Montebello Unified School District receives state and federal categorical funding for special programs. For the 2016-17 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- California Career Pathways Trust
- California Clean Energy Jobs Act
- College Readiness Block Grant
- Department of Rehabilitation
- Education Protection Account
- Head Start Program
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title II
- Title III
- Title IV

### • Vocational Programs

Note: The California Department of Education issued guidance to LEAs on August 1, 2018 regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Expenditures Per Pupil and School Site Teacher Salaries 2016-17					
	Dollars Spent per Student				
			% Diff. School & Dist.	State	% Diff. School & State
	WIE	MUSD			
Total**	\$6,846	N/A	N/A	N/A	N/A
Restricted	\$342	N/A	N/A	N/A	N/A
Unrestricted	\$6,504	\$5,537	117.47	\$7,125	91.29
Average Teacher Salary	\$85,611	\$82,943	103.22	\$80,764	106.00

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

### SARC Data

#### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Wilcox Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

#### Public Internet Access Location

Parents may access Wilcox Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Wilcox Elementary School is Montebello Library, a branch of County of Los Angeles Public Library.

Address: 1550 West Beverly Blvd., Montebello

Phone Number: (323) 722-6551

WebSite: <http://www.colapublib.org>

Number of Computers Available: 19

#### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Montebello Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in January 2019.