



Wells Middle School

6800 Penn Drive • Dublin, CA 94568 • (925) 828-6227 • Grades 6-8

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Dublin Unified School District

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**Assistant Superintendent
Human Resources**

School Description

Wells Middle School has the privilege of providing 1040 students in our community with the academic foundation necessary for high school and college success, as well as for future careers. In 2017, Wells Middle School was named a California Gold Ribbon School to go along with the being named a California Distinguished School in 1994, 1999, 2003, 2009, and 2013. Our character education program earned Wells recognition as a 2017, 2012 & 2010 California School of Character. In 2017, Wells became the only school in California, Oregon, and Washington to be named a National School of Character. We feel a great responsibility to maintain a rigorous academic program while responding to the rapid physical, emotional, and social changes adolescents experience in middle school. Because our student population represents a diverse cultural mix, we are able to provide opportunities that allow students to interact and engage in activities that broaden their cultural horizons. We support the DUSD goals: 1. Improve Student Outcomes, 2. Support a Highly Effective Staff, 3. Ensure Effective Resource Allocation and Efficient Systems of Operation.

Our dedicated staff believes the education of students encompasses not only academic substance, but also the emotional intelligence and the character education that are important factors in determining future success. For the eighth year our Parent Faculty Club provided ongoing financial support for monthly character education, providing students with a forum in which to question, examine, and explore the actions and choices they make and the impact of their decisions.

The Wells Middle School motto states that we are “a school community with HEART (Honesty, Excellence, Achievement, Respect, and Tolerance).” In our efforts to foster a greater understanding of students’ role in society, we have established partnerships with organizations throughout the community such as Operation SAM, in which students wrote letters and brought in items for care packages to send to our troops deployed overseas. Our students carried out a book drive and collected monetary donations in order to establish a library for a school in Africa.. Through the efforts of our teachers, Wells and the Knights of Columbus gathered donated coats and blankets for the homeless in a neighboring town. The Alameda County Firefighters Toys for Tots program received great support from our campus. In the past, Wells has partnered with the Bay Outreach Program to sponsor an evening of Wheelchair Basketball and fundraisers for Make-A-Wish Foundation and the American Cancer Society. We are also fostering a relationship with a middle school in South Korea in order to learn about their culture and to share ours.

School Mission Statement

Wells Middle School provides students a learning environment that promotes honesty, excellence, achievement, respect, and tolerance. We believe: that all students, parents, and staff will have a safe school environment to learn, teach, and participate in...that We are a community that values the contribution of each member of our family...that Ownership of a strong positive work ethic and personal integrity is vital to the ongoing development of each Wells community member...that We are committed to the development of the whole child. Our inward character matters more than our outward appearance.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	326
Grade 7	355
Grade 8	315
Total Enrollment	996

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.3
Asian	24.8
Filipino	7.3
Hispanic or Latino	19.6
Native Hawaiian or Pacific Islander	0.5
White	33.2
Two or More Races	9.2
Socioeconomically Disadvantaged	17.3
English Learners	6.8
Students with Disabilities	9
Homeless	0.2

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 for Wells Middle School	17-18	18-19	19-20
With Full Credential	52	49	48
Without Full Credential	2	0	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Dublin Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	558
Without Full Credential	♦	♦	24
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Wells Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	2	0	0
Total Teacher Misassignments*	4	8	0
Vacant Teacher Positions	0	0	1

* 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.

Types of Services Funded

We use School Improvement Funds to help us achieve our school goals. These funds provide for professional development, technology, our community liaison, and materials for classrooms and programs. Federal Title I funds for low income students pay for interventions, additional counseling services, software programs for remedial classes, and supplies.

Our PFC raises funds for the character education program, classrooms supplies, special assemblies, parent education programs, teacher training, and special educational requests.

We often seek outside funding through grants and community partnerships. Wells has received grants from Clorox, Oracle, SAP, and Dublin Partners in Education (DPIE). Our community partners also donated items and supplies that support our programs and projects. We hold numerous fundraisers with local restaurants and business partners each year.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

We have been developing curriculum based on the new Common Core State Standards (CCSS) for the past several years. Text materials are recommended by the State of California with allowances for districts to determine what is best for its students based on CCSS. DUSD Board Policy determines our selection process. Materials and curriculum support the CCSS and will assist students in preparation for tests associated with the California Assessment for Student Performance and Progress (CASPP).

All students have their own set of textbooks to use in class or at home.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Pearson: Literature for California, Language Central Adopted 2010</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Grade 6: Math Course 1, Vol 1 & Math Course 1, Vol 2, Glencoe Publishing (adopted 6/24/2014) Grade 7: Math Course 2, Vol 1 & Math Course 2, Vol 2, Glencoe Publishing (adopted 6/24/2014) Math 7/8: Accelerated Math A Pre Algebra Program 7, Vol 1 & Vol 2, Glencoe Publishing (adopted 6/24/2014) Grade 8: Math Course 3, Vol 1 & Math Course 3, Vol 2, Glencoe Publishing (adopted 6/24/2014) Algebra: Algebra 1, MacDougall Littell, adopted 2008 Geometry: Glencoe McGraw Hill, Concepts, Skills & Problem Solving Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Pearson Prentice Hall Grade 6: Focus on Earth Science Grade 7: Focus on Life Science Grade 8: Focus on Physical Science Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Holt: Grade 8: United States History Grade 7: Medieval to Modern Times Grade 6: Ancient Civilizations Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>Spanish: Pearson Realidades Level 1 French: McDougal Littell Bien Dit! Level 1 Mandarin: NiHao, Volume 1; Ni Hao, Volume 2 Adopted 2012</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our main building is over 40 years old but was modernized in the summer of 2006. We replaced a major section of the roof, lowered classroom ceilings, improved lighting, replaced carpeting, and installed a new heating, ventilation, and air-conditioning system. We have added four buildings to the campus: a World Language & Special Ed wing and main office, a two-story math and science building, a gymnasium, and a food pavilion. Over the summer of 2010 our food pavilion was enclosed and renovated. This beautiful new facility affords us a warm and dry area for lunches as well as space for a variety of meetings and activities. In the fall of 2013, we opened our new two-story humanities building.

We have one full time day custodian and are assigned team of night time custodians who clean the classrooms, gymnasium, and restrooms daily. During summer break, the school is thoroughly cleaned and larger maintenance projects are completed. District maintenance removes graffiti, maintains landscaping, and performs scheduled team cleanings.

Students are welcome to visit the library daily from 8 a.m. to 4 p.m., Monday through Thursday, and from 8 a.m. to 3 p.m. on Friday, as well as during lunch and before and after school. With more than 10,503 volumes, the library offers a vast array in all subjects relevant to students at middle school. We have four computer stations, complete with internet access, for students to explore and research topics worldwide.

Measure C Bond funded the enclosure of Wells lunch shelter structure with storefront doors and glass panels. The renovation included the installation of heating and air conditioning, enhanced lighting, a monogrammed floor covering, acoustical treatments, and building insulation. An outdoor shade structure was constructed to extend available eating space.

In October 2010, the new lunch pavilion was opened to students, staff, and parents.

The Board of Trustees approved the Master Plan for Wells in February of 2010. The approval included the Measure C concept classroom building of 14 new classrooms and a media center.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts 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)
Year and month in which data were collected: 12/18/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Health Office: Patient bed is torn. ADM6, Computer Lab, H7, H9, D4: Ceiling tiles are missing. Boy's rest room: Wall tile is broken. E1, H11: Formica chipping on countertop. Music E101, Gym, H5, H7, H9, H11, H12, Workroom B117, Speech, Office B12, B203, B207, D4: Ceiling tiles have water stains. Boy's Locker Room: Multiple lockers are broken/missing. Stall door lock stop is missing. Girl's Locker Room: Locker is broken/missing. H5: Carpet is torn (Workroom) Girl's Rest Room: Wall tiles are missing (around new plumbing). Boy's Rest Room: Floor tile is missing at entry. H23, H26: Carpet is lifting. H24: Formica trim is loose and chipping on counter top. B104, D4, Faculty Room: Ceiling tile is broken. ADM6, B208: Ceiling tiles have water stains. D1: Ceiling tile has a hole.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Office, Storage, Workroom B117, B205, B203: Unsecured items stored too high. Storage: Room has a musty odor.
Electrical: Electrical	Poor	Admin: Surge protectors and daisy chained. Multiple light bulbs are out. One light panel is bad. AP: One light panel is out.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Women's rest room: Switch plate is broken</p> <p>E123: Access to electrical panel is blocked.</p> <p>E2: Three light panels are out.</p> <p>E1, E4, E6, Kitchen, H5, H7, H2, H23, H24, H26, E1, E2, E3, Serving Area, Boy's locker room, Office: Multiple light bulbs are out.</p> <p>Girl's Rest Room, Boy's Locker Room, Cafeteria: One light panel is out.</p> <p>Music E101: Four light panels are out.</p> <p>Kitchen, H4: Two light panels are out.</p> <p>Boy's locker room: Outlet cover is missing. One light panel is out. Light diffuser is missing.</p> <p>Coaches Offices: One light diffuser is missing.</p> <p>Girl's locker room: Outlet cover is missing. One light panel is out.</p> <p>H4, H1, H24, H27, H29: Can lights are out (hallway).</p> <p>H10: Seven light panels are out</p> <p>H28: Two light panels are out (Hallway). Electrical cover is missing. light bulbs are out.</p> <p>H21: Two can lights are out (hallway)</p> <p>Library: Two sconce lights are out.</p> <p>Boy's rest room: Two light panels are out.</p> <p>Stage: All light diffusers are missing.</p> <p>Adm 6: One light diffuser is missing.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>Fair</p>	<p>Boy's Rest Room: Exterior drinking fountain has low flow.</p> <p>Cafeteria: One drinking fountain has low flow.</p> <p>H3: Faucet is loose at the base.</p> <p>H7: Two faucet handles are missing. One faucet is loose at the base.</p> <p>H8: Faucet has a low flow.</p> <p>Boy's rest room: One faucet has low flow.</p> <p>H29: Faucet leaks at handle.</p> <p>MPR: Drinking fountain has low flow.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>Good</p>	<p>Admin: Flammable materials improperly stored. Improperly stored cleaning supplies.</p> <p>E123: Fire extinguisher tag is out of date (January 11, 2018).</p> <p>E1, E2, E3, E4, E5, E6: Fire extinguisher is missing.</p> <p>E4: Improperly stored cleaning supplies.</p> <p>Music/E101, Storage/B107, Speech: Fire extinguisher tag is outdated (August 10, 2017).</p> <p>Girl's Rest Room: Paint is peeling on hand dryer.</p> <p>Women's Rest Room: Plug in air freshener.</p> <p>H11: Paint is peeling on ceiling.</p> <p>H23: Paint is peeling on stairwell railing.</p> <p>Men's Rest Room: Paint is peeling on interior wall.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Boy's rest room: Cracks in walls. H6: Crack in wall.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Admin: Trip hazards on walkway. H28: Exterior door is unable to be unlocked from the outside.
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	65	65	78	78	50	50
Math	53	53	74	73	38	39

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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	13.5	33.7	39.9

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

In the 2018-2019 school year, Wells Middle School will hold three (3) staff professional development days. The first day was focused on a combination of developing proficiency in the use of AVID strategies and further developing our knowledge and expertise of the Common Core State Standards (CCSS) and Smarter Balanced Assessment Consortium (SBAC) so that each teacher could begin to get familiar with the new national standards for English and math and so that teachers could begin to align units of study with CCSS. The second and third days were district driven and continued to focus on building healthy PLCs, technology integration, and the new NGSS Science Standards. This year we are concentrating on our eighth grade core and math classes to ensure full PLC implementation that will work on pacing guides, common grading scales, short cycle formative assessments, data collection, and a 5% improvement on the California SBAC results. We also have a strong focus on safety so we worked intently on our intruder training protocol.

Every fall, administrators and teachers meet to identify individual goals. Administration must conduct two observations of not less than 20 minutes each; the first observation must be pre-scheduled. We follow each observation with a written account and meeting to discuss what was observed and share the final evaluation form with the teacher. We file all feedback forms with the Human Resource Department.

New teachers are mentored by veteran teachers and are assigned a TV/TIP coach to support their professional growth.

For the 2008-09 school year, we dedicated three days for professional development. In 2009-10, there were two days dedicated for professional development. In 2010-11, the district offered four days of professional days. For the 2012-13 through the 2016-17 school years, the district provided three days of professional development. This year our faculty will be provided with three professional development days.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	987	963	97.57	64.90
Male	506	488	96.44	56.35
Female	481	475	98.75	73.68
Black or African American	51	50	98.04	28.00
American Indian or Alaska Native	--	--	--	--
Asian	248	246	99.19	78.46
Filipino	62	62	100.00	75.81
Hispanic or Latino	192	187	97.40	50.80
Native Hawaiian or Pacific Islander	--	--	--	--
White	331	316	95.47	64.24
Two or More Races	95	94	98.95	73.40
Socioeconomically Disadvantaged	177	172	97.18	50.58
English Learners	133	130	97.74	42.31
Students with Disabilities	90	83	92.22	15.66
Homeless	--	--	--	--

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

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

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	987	965	97.77	52.70
Male	506	489	96.64	50.72
Female	481	476	98.96	54.74
Black or African American	51	50	98.04	14.00
American Indian or Alaska Native	--	--	--	--
Asian	248	247	99.60	72.87
Filipino	62	62	100.00	67.74
Hispanic or Latino	192	188	97.92	30.48
Native Hawaiian or Pacific Islander	--	--	--	--
White	331	316	95.47	51.27
Two or More Races	95	94	98.95	61.70
Socioeconomically Disadvantaged	177	174	98.31	33.33
English Learners	133	132	99.25	40.91
Students with Disabilities	90	83	92.22	9.64
Homeless	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

We firmly believe that a critical factor in ensuring the success of all students is open communication and teamwork among the school, parents, and students. Thus, we welcome and encourage parents to become active participants in their child's education. The Parent Portal in Infinite Campus allows parents to access attendance and grades for their children. Parents can monitor assignments, tests, homework completion, and progress in all subject areas.

Parent involvement is an integral part of the daily ebb and flow on our campus. Parents guide and support the school by joining PFC and SSC. Parents and community members volunteer their time to work with students in READ 180, and Math Center; parents assist with vision and hearing screening, chaperone dances, and help in the library. Many parents assist with back to school registration and campus tours each August. Again this year, we have a parent who volunteers weekly to assist students crossing the street. Our music department relies heavily on parent involvement during band reviews and the annual trek to Disneyland, where the Wells Marching Band performs in the Disneyland parade. Parents help our drama department with costume and set design for its yearly productions. The science department uses parent chaperones on field trips to learn about the environment in San Francisco Bay and to help oversee dissections in science labs. Our athletic department depends on parents to transport our basketball, volleyball, golf, wrestling, cross country, and track teams around the community.

We look forward to seeing our parents at Back-to-School Night, parent conference nights, Open House, school fundraisers, special events such as the winter and spring concerts, drama productions, and sporting events.

State Priority: School Climate

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

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

School Safety Plan

Wells has a closed campus. We do not allow students to leave campus during the school day unless a parent or appropriate guardian has signed them out in the main office. All visitors must sign in at the office and wear either an identifying name badge or a visitor sticker. All staff members wear an ID badge while on campus. The principal, assistant principals, and campus supervisors monitor the school grounds before and after school at lunch, during classes, and during class changes.

Wells has worked with district and local affiliates to update and improve our School Safety Plan. Local experts have consulted with Wells staff on earthquake preparedness and response plans. Our School Safety Plan includes procedures for emergencies, exit routes, distribution of emergency supplies, and student release. Staff members have volunteered to serve on various emergency committees. We have developed a staff phone tree in preparation for an emergency during non-school hours. A 2019 revision to our school safety plan added the additional campus building and has further revised the egress patterns to the school blacktop area such that exiting classrooms flow more easily onto the blacktop.

We acquired an emergency storage container and supplies from our district and our PFC helped us secure walkie-talkies so emergency teams can maintain constant communication.

Copies of the Safety Plan are in the office for parents to review. We hold fire drills, earthquake drills, and intruder drills throughout the school year. Training for staff has included a tour of facilities, instructions for gas and electric shut-off, and procedures for extinguishing fires.

Wells campus security is aided by two school resource officers from the Dublin Police Department. These officers visit sites and respond to our school whenever necessary.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in October 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.3	1.1	2.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.2	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	498.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.1

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	21	5	9	1	23	6	9	1	22	6	10	
Mathematics	29		17	3	30	3	11	8	29	1	16	5
Science	30	1	10	9	31		15	6	31		18	3
Social Science	28		9	1	31		7	3	31		9	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$62,065	\$51,374
Mid-Range Teacher Salary	\$89,732	\$80,151
Highest Teacher Salary	\$106,480	\$100,143
Average Principal Salary (ES)	\$139,700	\$126,896
Average Principal Salary (MS)	\$141,863	\$133,668
Average Principal Salary (HS)	\$154,046	\$143,746
Superintendent Salary	\$290,700	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	44%	35%
Administrative Salaries	6%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,085	\$825	\$6,260	\$85,484
District	N/A	N/A	\$6,923	\$85,965.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-10.1	8.0
School Site/ State	-14.2	7.1

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

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.