



# Wells Middle School

6800 Penn Drive • Dublin, CA 94568 • (925) 828-6227 • Grades 6-8  
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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Dublin Unified School District

7471 Larkdale Avenue  
Dublin, CA 94568  
(925) 828-2551  
[www.dublinusd.org](http://www.dublinusd.org)

#### District Governing Board

Megan Rouse, President  
Amy Miller, Vice President  
Dan Cunningham, Trustee  
Joe Giannini, Trustee  
Dan Cherrier, Trustee

#### District Administration

Dr. Leslie Boozer  
Superintendent  
Beverly Heironimus  
Assistant Superintendent  
Business Services

Assistant Superintendent  
Educational Services

Mark McCoy  
Assistant Superintendent  
Human Resources

### School Description

Wells Middle School has the privilege of providing 816 students in our community with the academic foundation necessary for high school and college success, as well as for future careers. Wells received its 5th California Distinguished School award in 2013 to go along with the awards it received in 1994, 1999, 2003, and 2009. Our character education program earned Wells recognition as a 2012 & 2010 California School of Character. In 2011, the National Character Education Partnership selected Wells as a Promising Practices school. 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.

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 seventh 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 resource department spearheaded the annual canned food drive to benefit the Children’s Emergency Council. 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. As part of our 2010 Character Education “Giving” month, Wells Leadership Class sponsored a fundraiser for the Make-A-Wish Foundation.

### School Mission Statement

Wells Middle School provides students a learning environment that promotes honesty, excellence, achievement, respect, and tolerance.

## 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 <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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	287
Grade 7	291
Grade 8	295
<b>Total Enrollment</b>	<b>873</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	0.1
Asian	17.1
Filipino	5
Hispanic or Latino	20.2
Native Hawaiian or Pacific Islander	0.1
White	41
Two or More Races	9.3
Socioeconomically Disadvantaged	18.6
English Learners	6.2
Students with Disabilities	8.9
Foster Youth	0.1

## 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			
Wells Middle School	14-15	15-16	16-17
With Full Credential	44	47	51
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Dublin Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	522
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Wells Middle School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	0	0

\* "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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.2	5.8
Districtwide		
All Schools	98.2	1.8
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	98.2	1.8

\* 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 2016-17)

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: 08/2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Pearson: Literature for California, Language Central Adopted 2010</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Mathematics	<p>Grade 6: Math Course 1, Vol 1 &amp; Math Course 1, Vol 2, Glencoe Publishing (adopted 6/24/2014) Grade 7: Math Course 2, Vol 1 &amp; Math Course 2, Vol 2, Glencoe Publishing (adopted 6/24/2014) Math 7/8: Accelerated Math A Pre Algebra Program 7, Vol 1 &amp; Vol 2, Glencoe Publishing (adopted 6/24/2014) Grade 8: Math Course 3, Vol 1 &amp; Math Course 3, Vol 2, Glencoe Publishing (adopted 6/24/2014) Algebra: Algebra 1, MacDougall Littell, adopted 2008 Geometry: Glencoe McGraw Hill, Concepts, Skills &amp; Problem Solving Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Health	<p><b>Percent of students lacking their own assigned textbook:</b> 0%</p>

### 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. For the 2013-14 school year, the District budgeted \$87,826 for the Deferred Maintenance Program. This represents 13% of the District's general fund budget.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 09/22/2016				
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			
<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			Emergency lighting in random locations not working. Word order entered.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	67	63	77	78	44	48
Math	49	52	69	73	34	36

\* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	81	86	82	83	87	83	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	13.2	29.1	39.5

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	294	275	93.5	82.2
Male	156	145	93.0	84.1
Female	138	130	94.2	80.0
Black or African American	25	21	84.0	57.1
Asian	57	55	96.5	89.1
Filipino	14	14	100.0	85.7
Hispanic or Latino	58	54	93.1	68.5
White	113	105	92.9	89.5
Two or More Races	26	25	96.2	88.0
Socioeconomically Disadvantaged	66	57	86.4	56.1
English Learners	18	14	77.8	28.6
Students with Disabilities	19	15	79.0	46.7

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	295	285	96.6	66.7
	7	296	285	96.3	65.8
	8	293	285	97.3	57.9
Male	6	156	147	94.2	64.6
	7	159	154	96.9	55.8
	8	156	151	96.8	55.0
Female	6	139	138	99.3	68.8
	7	137	131	95.6	77.7
	8	137	134	97.8	61.2
Black or African American	6	20	19	95.0	42.1
	7	17	15	88.2	53.3
	8	25	23	92.0	34.8
Asian	6	48	44	91.7	77.3
	7	54	53	98.2	84.9
	8	57	56	98.3	73.2
Filipino	6	17	17	100.0	82.3
	7	12	12	100.0	91.7
	8	14	14	100.0	57.1
Hispanic or Latino	6	55	53	96.4	47.2
	7	63	59	93.7	40.7
	8	58	58	100.0	41.4
White	6	126	123	97.6	71.5
	7	119	115	96.6	67.5
	8	113	108	95.6	64.8
Two or More Races	6	28	28	100.0	71.4
	7	31	31	100.0	71.0
	8	25	25	100.0	56.0
Socioeconomically Disadvantaged	6	47	47	100.0	40.4
	7	56	54	96.4	41.5
	8	66	63	95.5	30.2
English Learners	6	18	16	88.9	37.5
	7	24	23	95.8	21.7
	8	18	16	88.9	
Students with Disabilities	6	21	21	100.0	33.3
	7	40	37	92.5	21.6
	8	19	17	89.5	17.6

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	295	289	98.0	51.4
	7	297	288	97.0	50.0
	8	297	288	97.0	50.0
Male	6	156	150	96.2	51.7
	7	159	154	96.9	50.6
	8	159	154	96.9	50.6
Female	6	139	139	100.0	51.1
	7	138	134	97.1	49.3
	8	138	134	97.1	49.3
Black or African American	6	20	19	95.0	26.3
	7	17	15	88.2	26.7
	8	17	15	88.2	26.7
Asian	6	48	47	97.9	67.4
	7	55	54	98.2	75.9
	8	55	54	98.2	75.9
Filipino	6	17	17	100.0	70.6
	7	12	12	100.0	83.3
	8	12	12	100.0	83.3
Hispanic or Latino	6	55	54	98.2	27.8
	7	63	61	96.8	24.6
	8	63	61	96.8	24.6
White	6	126	123	97.6	55.3
	7	119	115	96.6	47.8
	8	119	115	96.6	47.8
Two or More Races	6	28	28	100.0	57.1
	7	31	31	100.0	61.3
	8	31	31	100.0	61.3
Socioeconomically Disadvantaged	6	47	47	100.0	29.8
	7	56	55	98.2	20.0
	8	56	55	98.2	20.0

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	6	18	17	94.4	17.6
	7	24	23	95.8	17.4
	8	24	23	95.8	17.4
Students with Disabilities	6	21	21	100.0	14.3
	7	40	38	95.0	7.9
	8	40	38	95.0	7.9

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 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 (School Year 2016-17)

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. Again this year, we have had two parents who regularly supervise during our lunch periods. In addition, Wells has been fortunate to have two parents volunteer each morning to assist with student drop off & crosswalk duty. 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 sports events.

#### 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.

#### 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 principal, Rtl Coordinator, and campus supervisor monitor the school grounds before and after school.

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 2013 revision to our school safety plan has now 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 lock down 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 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	3.5	6.8	2.6
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.5	1.9	1.9
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		33.3

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.6
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	0.500
Social Worker	
Nurse	0.150
Speech/Language/Hearing Specialist	0.400
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	355

\* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	21	20	22	4	7	3	9	10	14			
Mathematics	26	26	26	3	6	6	13	14	27	1	2	
Science	29	28	28			3	18	20	25			3
Social Science	30	26	27		1		7	10	11	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.

#### Professional Development provided for Teachers

In the 2016-17 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.

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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,490	\$43,821
Mid-Range Teacher Salary	\$84,565	\$69,131
Highest Teacher Salary	\$100,349	\$89,259
Average Principal Salary (ES)	\$122,773	\$108,566
Average Principal Salary (MS)	\$127,949	\$115,375
Average Principal Salary (HS)	\$141,815	\$125,650
Superintendent Salary	\$231,942	\$198,772
Percent of District Budget		
Teacher Salaries	46%	37%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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.

### 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 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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,883	\$1,033	\$5,850	\$95,765
District	♦	♦	\$8,720	\$80,132
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-32.9	19.5
Percent Difference: School Site/ State			3.0	33.9

\* Cells with ♦ do not require data.