



Wolf Canyon Elementary School

1950 Wolf Canyon Loop • Chula Vista, Ca. 91913 • (619) 482-8877 • Grades K-6

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<https://wordpress.com/view/wolfcanyontimberwolves.org>

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



Chula Vista Elementary School District

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District Governing Board

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Deputy Superintendent, Business Services and Support

Matthew Tessier, Ed.D.

Assistant Superintendent, Innovation and Instruction Services and Support

School Description

Wolf Canyon Elementary was the 44th school in the Chula Vista Elementary School District. The school opened its doors in July 2007. Each of its four academic buildings has eight classrooms with a workroom in the center hallway. In 2010, the school added 2 portable units with a total of 6 classes. It is a public school with a private school feel, accented with covered walkways and graceful arches inspired by famed San Diego architect Irving Gill. Eye-catching exteriors complement the energy-efficient and sustainable processes occurring within, making this attractive public school also one of California's greenest.

Wolf Canyon Elementary School has a focus on the Fine Arts, Science, and Technology (FAST), and seeks to apply the California Common Core Standards through innovative instruction that integrates curriculum and student learning to the vast world of mass communication. Challenging students with the task of establishing a deeper connection to and purpose for learning is central to the vision of the Wolf Canyon school mission. The ultimate goal of Wolf Canyon Elementary School is to encourage learning-in-action through science and technology and explore exciting new ways to support student achievement through the arts.

Mission

The mission of Wolf Canyon Elementary School is to provide an educational experience for all children that promotes academic excellence, social responsibility, emotional strength, physical vitality and above all else a love for learning. Wolf Canyon Elementary believes that a complete education involves the mind and the heart.

Wolf Canyon's slogan is "Responding to the Call of Excellence for All".

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
Kindergarten	93
Grade 1	102
Grade 2	105
Grade 3	97
Grade 4	114
Grade 5	101
Grade 6	101
Total Enrollment	713

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.5
American Indian or Alaska Native	0.4
Asian	4.9
Filipino	29.3
Hispanic or Latino	37.4
Native Hawaiian or Pacific Islander	0.1
White	14.9
Two or More Races	6.5
Socioeconomically Disadvantaged	22
English Learners	18.8
Students with Disabilities	12.1

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 Wolf Canyon	17-18	18-19	19-20
With Full Credential	28	32	36
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	NA		

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Wolf Canyon Elementary School

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

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

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

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance Adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Go Math K-5 Adopted in 2015. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Wolf Canyon Elementary School's enrollment is consistently in flux due to the opening of new schools and new housing developments in the area around the school. This impacts the number of classrooms being used in a given year.

The Chula Vista Elementary School District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. The Wolf Canyon custodial staff performs basic cleaning maintenance operations daily. Campus inspections are held monthly with the site custodians and the school principal to review any potential safety, maintenance or facility concerns.

The school site at Wolf Canyon Elementary School currently has 4 outside entry areas including the office entrance. There are 2 vehicle entrances into separate parking lots and drop-off/pick-up zones. There are locked gates between the parking lots and the playground.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/24/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	300 Girl's RR: 4 light diffusers dirty; dirty floors and doors, walls damaged. 300 Work Rooms: file cabinets not secured, countertop laminate damaged, cabinet doors damaged plastic molding 303 CR: 1 stained ceiling tile, document camera faceplate missing, IT box missing plate. 400 Storage: 401 CR: drinking fountain low pressure, sink drains slow 404 CR: IT box missing cover, exit door to park lot cover broken (leaking) (door close), broken electric face plate over counter, broken electric face plate by interior door. 405 CR: stained ceiling tile, door cover missing, projector screen will not stay down, pencil sharpener broken, soap dispense broken. 503 CR: stained ceiling tile, door leading to work room not latching, 1 pencil sharpener broken. 506 Kinder: Broken cabinet door. 507/508 Storage: wall damaged 508 CR: Stain ceiling tile, IT box missing cover. 509 Kidco: damaged ceiling tile, temperature gauge broken not there. 600 Boys RR: wall has a large crack in drywall, trim on bottom of partition loose, floor dirty, broken soap dispenser. 600 Work Rooms: cabinet molding coming unglued, file cabinets not secured, wall damaged 604 CR: carpet stained, entryway floor tile in cracked. 607 CR: tile separating by back door/ curtain balance falling off.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		702 CR: damaged ceiling tile 705 CR: 1 lamp out; wall, stained ceiling tile, file cabinet not secured, front door does not open properly Admin: carpet dirty/stained, file cabinets not secured Conference: Holes in tackboard, file cabinet not secured, stained carpet Library/Media Center: light out, stains on ceiling, missing weather strips on door, carpet stains
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	300 Boy's RR: dirty walls, doors and floors, cobwebbs, urinals slow to drain. 300 Girl's RR: 4 light diffusers dirty; dirty floors and doors, walls damaged. 302 CR: carpet spotted, rear door not closing properly, sink knob loose, drinking water not shutting properly. 303 CR: 1 stained ceiling tile, document camera faceplate missing, IT box missing plate. 304 CR: back door not closing properly, outlet missing face plate near blue paper wall. 305 CR: 1 light fixture not working. 407 CR: drinking fountain low pressure , broken electrical outlet cover, 1 stain ceiling tile. 507/508 Kinder Playtoy: cobwebs; wood chips all over on playtoy; spiral slide drop more than 12", upper panel missing bolts 600 Staff RR: vent dirty, holes in door, toilet seat loose 603 CR: pencil sharpener broken. 604 CR: carpet stained, entryway floor tile in cracked. 605/606 Kinder Playtoy: cobwebs; wood chips all over on playtoy 606/605 Right RR: Exit door next to 605 sticks on door sill 703 CR: stained carpet, door skin delaminating, ceiling tile drooping, plug covered by sink 706 CR: wall vent dirty; door is dirty and delaminating, file cabinet not secured, window blind broken Copy Center: carpet stains. MP Boy's RR: cobwebs, hand air not working, light out. MP: Safety light out by kitchen, ceiling lights out 3. Stage Storage: cobwebs, chairs blocking it hub. YMCA/CC: 2 lamps out, wall has grout stains, ceiling access panel not closed all

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		the way, bathroom cobwebs, stains on walls, broken electrical door plate.
Electrical: Electrical	Fair	303 CR: 1 stained ceiling tile, document camera faceplate missing, IT box missing plate. 306 CR: back door does not close properly, rubbing doorsill/ missing electric socket cover under teacher desk/ cover base falls off, 1 stain tile. 400 Storage: electrical panel blocked, storage racks not secured 401 CR: drinking fountain low pressure, sink drains slow 406 CR: 3 lights out, electrical socket covered with fabric, light switch, one light fixture does not turn off, pencil sharpener broken. 407 CR: drinking fountain low pressure , broken electrical outlet cover, 1 stain ceiling tile. 507/508 Girl's RR: light out, handicap rails dirty. 602 CR: drinking fountain low pressure, floor tile cracked, lights out, 1 ceiling tile stained. 606/605 Right RR: Exit door next to 605 sticks on door sill 705 CR: 1 lamp out; wall, stained ceiling tile, file cabinet not secured, front door does not open properly Kitchen: 2 lamps out. Media Center Girl's RR: light out MP Boy's RR: cobwebs, hand air not working, light out. Stage Custodian Storage: electrical panel blocked
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	304 CR: back door not closing properly, outlet missing face plate near blue paper wall. 307 CR: door rubs at the top - doesn't shut all the way, broken pencil sharpener. 401 CR: drinking fountain low pressure, sink drains slow 404 CR: IT box missing cover, exit door to park lot cover broken (leaking) (door close), broken electric face plate over counter, broken electric face plate by interior door. 407 CR: drinking fountain low pressure , broken electrical outlet cover, 1 stain ceiling tile.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		503 CR: stained ceiling tile, door leading to work room not latching, 1 pencil sharpener broken. 600 Girl's RR: bottom trim of partition loose, broken soap dispenser, 1 light fixture out. 605/606 Kinder Playground: drinking fountain low pressure , play toy upper panel , missing nut, more bark around slides cob webs. Library/Media Center: light out, stains on ceiling, missing weather strips on door, carpet stains
Safety: Fire Safety, Hazardous Materials	Good	601 CR: Stained ceiling tile, crack tile, IT Box fell out of wall. Kitchen: 2 lamps out.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	304 CR: back door not closing properly, outlet missing face plate near blue paper wall. 305 CR: 1 light fixture not working. 306 CR: back door does not close properly, rubbing doorsill/ missing electric socket cover under teacher desk/ cover base falls off, 1 stain tile. 307 CR: door rubs at the top - doesn't shut all the way, broken pencil sharpener. 404 CR: IT box missing cover, exit door to park lot cover broken (leaking) (door close), broken electric face plate over counter, broken electric face plate by interior door. 408 CR: back door does not close properly, pencil sharpener broken. 503 CR: stained ceiling tile, door leading to work room not latching, 1 pencil sharpener broken. 504 CR: 505 Kinder: door window frame rusted, broken CO2 sensor electric socket loose behind door. 507/508 Kinder Playtoy: cobwebs; wood chips all over on playtoy; spiral slide drop more than 12", upper panel missing bolts 600 Custodian: 600 Staff RR: vent dirty, holes in door, toilet seat loose 607/608 Boy's RR: vent dirty; door does not close properly

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		607/608 Girl's RR: 608 CR: 703 CR: stained carpet, door skin delaminating, ceiling tile drooping, plug covered by sink 705 CR: 1 lamp out; wall, stained ceiling tile, file cabinet not secured, front door does not open properly 706 CR: wall vent dirty; door is dirty and delaminating, file cabinet not secured, window blind broken Health Office: stained ceiling tiles Library/Media Center: light out, stains on ceiling, missing weather strips on door, carpet stains Play Toy: all slide drops more than 12", cobwebs, rubber mat showing by slide seams are separating on circle slide, cracking center slide.
Overall Rating	Good	

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	78	76	65	64	50	50
Math	71	70	51	51	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
5	15.6	38.5	37.6

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.

**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	447	435	97.32	76.09
Male	229	219	95.63	70.78
Female	218	216	99.08	81.48
Black or African American	29	28	96.55	67.86
American Indian or Alaska Native	--	--	--	--
Asian	19	18	94.74	100.00
Filipino	124	123	99.19	86.18
Hispanic or Latino	175	166	94.86	63.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	61	61	100.00	85.25
Two or More Races	28	28	100.00	75.00
Socioeconomically Disadvantaged	133	130	97.74	63.85
English Learners	98	91	92.86	60.44
Students with Disabilities	55	50	90.91	24.00
Foster Youth	--	--	--	--

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	447	439	98.21	69.70
Male	229	222	96.94	71.17
Female	218	217	99.54	68.20
Black or African American	29	28	96.55	60.71
American Indian or Alaska Native	--	--	--	--
Asian	19	18	94.74	94.44
Filipino	124	123	99.19	84.55
Hispanic or Latino	175	170	97.14	54.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	61	61	100.00	73.77
Two or More Races	28	28	100.00	75.00
Socioeconomically Disadvantaged	133	131	98.50	54.20
English Learners	98	95	96.94	55.79
Students with Disabilities	55	50	90.91	18.00
Foster Youth	--	--	--	--

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)

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school. We have Parent Information Nights to keep parents informed about assessment, curriculum and instruction and we provide parents with ways in which they can become partners with us in the education of their children.

Parent participation and involvement is one of the best ways you can ensure your child's success. Key committees where parents can be involved include:

ELAC – English Language Acquisition Committee provides input into the development of the School Plan for Student Achievement as it pertains to meeting the educational needs of English Language Learners.

PTA – Parent-Teacher Association is an organization that exists to promote student achievement, parent involvement and teacher and staff support.

SSC – School Site Council develops, implements, monitors and evaluates the School Plan for Student Achievement in accordance with Federal and State laws, and District policy.

MSC -- Military Support Committee meets quarterly to develop and refine supports for military-connected students and families.

Safety Committee - Staff, Parents, and Law Enforcement provide guidance and support for the Safe Schools Plan and are responsible for reviewing and updating the goals for this plan each year.

Yearbook Committee - Parents participate in the taking and gathering of photos for the school yearbook. Parents are also welcome to participate on the development of the yearbook as part of this committee.

PBIS Committee - Parents, staff, and students meet monthly to review and set goals for the implementation of Positive Behavior Intervention and Support.

There are many opportunities to volunteer at school. Volunteers are expected to attend a brief in-service at the beginning of each school year and all volunteers must sign a Volunteer Agreement form. All volunteers who work directly with students do so under the supervision of certificated staff and must have a current TB skin test result filed in the school office. Arrangements for visiting or volunteering in a classroom are to be made with the teacher in advance. Contact us at (619) 482-8877 to get involved.

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

Student safety, well-being, and self-esteem are promoted by activities including lockdown, emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, Adolescent Growth Education, child abuse awareness, and a School Safety Patrol. Wolf Canyon received a grant from the JPA to implement the Safe School Ambassadors bystander education program. In an effort to ensure a safe campus Wolf Canyon Elementary School is a closed campus. All students must report to the front office before leaving early or when returning to campus. All visitors and/or volunteers must report to the office to sign in and receive a visitor/volunteer badge. All gates are locked during school hours. Wolf Canyon has the benefit of the entire community looking out for the safety of our students. The Wolf Canyon School Community embodies the idea that, "It takes an entire village to raise a child." Families keep a close eye on the school after school hours and on weekends. Many community groups and after school programs use the campus for positive activities. The School Site Council approved the School Safety Plan in September of 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.1	0.1	0.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.9
Other	2.0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	2	5		18	2	3		20	2	3	
1	25		5		25		3		24		4	
2	23		6		25		3		25		4	
3	25		5		22		4		23		4	
4	29		4		25	1	3		29		3	
5	31		4		22		3		29		4	
6	31		4		21	2	3		27	1	3	
Other**	13	2							15	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.

Professional Development provided for Teachers

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

The professional development plan for Wolf Canyon for 2016 - 2017 is as follows:

- Ongoing training on Achieve 3000, Imagine Learning
- Support in small guided instruction to support all students high and low. This is provided using mentor teachers on-site providing coaching, modeling, and leading professional development workshops.
- Administration conducts weekly walkthroughs, routine observations, coaching, and direct feedback as needed.
- Teachers collaborate once a week to discuss student progress, lesson planning, and next steps.
- The Instructional Leadership Team (ILT) meets in all-day planning sessions at least three times during the school year to review school-wide student progress towards established benchmarks in reading and mathematics.
- The ILT reviews district and statewide data to determine an instructional focus for the school year.
- The ILT reviews the progress towards the school instructional focus and adjusts as needed.
- Teachers participate in ongoing district provided professional development.
- Administration meets with teachers at the end of each quarter in student monitoring to review progress towards school benchmarks for each student.
- Administration works with the ILT to review the monitoring data and determine next steps for teaching and learning.
- Administration and teachers stay abreast of current research by reading a professional text or articles at minimum once per quarter.

The professional development plan for Wolf Canyon for 2018-2019 is as follows:

- Social-Emotional Learning (SEL) - Sanford Harmony
- Short Constructed Written Responses
- Conversation and Discussion Strategies

The professional development plan for Wolf Canyon for 2019-2020 is as follows:

- Social-Emotional Learning (SEL) - Restorative Practices
- Visible Learning concepts-Learning Intentions & Success Criteria
- Conversation and Discussion Strategies specific to types of questions

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,150	\$45,741
Mid-Range Teacher Salary	\$75,662	\$81,840
Highest Teacher Salary	\$100,783	\$102,065
Average Principal Salary (ES)	\$134,097	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$299,627	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

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

Types of Services Funded

The following programs and supplemental services are provided at Wolf Canyon Elementary School through LCAP funds or other sources of funding: One full-time music teacher, one full-time art teacher, one part-time technology maintenance person, and an additional 6 hours per week to support more library personnel time. In addition, the school budget supports the following technology programs: Illuminate, Reflex Math, Dreambox, RazKids, Reading A-Z, and Accelerated Reader. Professional development is provided for grade level collaboration and individual teacher growth with provisions made for the costs for substitutes outlined in the school budget.

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,723.46	\$2,530.75	\$6,192.72	\$67,874.00
District	N/A	N/A	\$166,094,33	\$78,751.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-13.1
School Site/ State	-14.0	-17.5

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.