

**Wilson Elementary School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

**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).

**California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Wilson Elementary School
Street	409 Magnolia Street
City, State, Zip	Gridley, CA 94948
Phone Number	(530) 846-3675
Principal	Jesse Rodriguez
Email Address	jesserodriguez@gusd.org
Website	<a href="http://www.gusd.org/Domain/10">http://www.gusd.org/Domain/10</a>
County-District-School (CDS) Code	04-75507-6003172

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Gridley Unified School District
Phone Number	(530) 846-4721
Superintendent	Jordan Reeves
Email Address	jreeves@gusd.org
Website	<a href="http://www.gusd.org">www.gusd.org</a>

### School Description and Mission Statement (School Year 2020-2021)

Wilson Elementary School is located in Gridley, California, at the heart of the Sacramento Valley. With a student enrollment of 584, the staff and students work diligently to emulate the same small-town feel as its home city. The second through fifth grade school has a staff of 24 classroom teachers, two intervention teachers, three special education teachers, two physical education teachers, one counselor and a speech therapist.

The design of our school supports high quality programs in a variety of ways including:

- Professional development room for staff training, meetings & grade level collaboration
- Every classroom is equipped with 1:1 Chromebooks
- Well-stocked classroom libraries
- Storage areas for PE and recess equipment
- A playground area which includes: a grass field, two play structures, and asphalt surfaces
- Teacher computer workstations, projectors, and document cameras in each classroom

\* School library equipped with books & iPads

As Gridley Unified School District's mission statement claims, we are dedicated to ensuring a quality education in a safe, nurturing environment that produces responsible, compassionate individuals by providing them a relevant curriculum enabling all students to become productive citizens strengthened by the small town quality of life.

Mission- Wilson Rams will succeed by being safe, kind and responsible!

Vision-

\*Wilson Elementary School teachers create a safe, nurturing environment that challenges students to rise to their highest potential.

\*We strive towards the common goal of academic success and social/emotional well-being of every student.

\*Our staff, with the support of our parents and community, ensures that ALL students succeed and become critical and global visionaries through engaging and relevant experiences.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 2	157
Grade 3	134
Grade 4	168
Grade 5	146
Grade 6	1
Total Enrollment	606

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.5
Asian	3.6
Hispanic or Latino	57.1
Native Hawaiian or Pacific Islander	0.3
White	33.5
Two or More Races	1
Socioeconomically Disadvantaged	80.7
English Learners	23.3
Students with Disabilities	11.2
Foster Youth	1
Homeless	1.8

## 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

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	31	34	34	109
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

In addition to the following textbooks, Engage New York, instructional modules that are aligned with Common Cores Standards, is being implemented in grades second through fifth to support the implementation of Common Core Math Standards and Standards for Mathematical Practice. Benchmark Advanced was adopted three years ago. Teachers are following Next Generation Science Standards as their guide for teaching science.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced	Yes	0%
Mathematics	California HSP Math, Grades 2-5, Houghton Mifflin Harcourt School Pub.(2009)	Yes	0%
Science	Macmillan/McGraw-Hill California Science, Grade 2-5, Macmillan/McGraw-Hill (2008)	Yes	0%
History-Social Science	Reflections: California Series, Grades 2-5, Harcourt School Publishers (2007)	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

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

## School Facility Conditions and Planned Improvements

Wilson Elementary School takes pride in its well maintained campus, employing 2 full-time custodians to keep up the campus environment during the day, as well as cleaning each classroom nightly. It is important that the facilities of our school reflect our school pride and caring attitude. The main building of Wilson School contains 13 classrooms, boys and girls restrooms, a staff room, staff restrooms, library, media center, speech room, and various offices. In addition to this main building, there are 11 relocatable classrooms which house students, our special day class, intervention classes, and our after school program. New permanent portable buildings were constructed during the summer of 2018 that include 6 classrooms, a special education classroom, two students and two adult bathrooms, and two storage rooms. Wilson Elementary School has a portable multi-purpose room which houses 600 children for meals and assemblies.

Inspection on 2018-19 projects include a new classroom wing with restrooms, new electrical service to the rear portables, new asphalt play area, and the play fields were leveled and re-seeded. During the 2019-20 school year, remaining asphalt play areas received a new coat of asphalt, outdoor play structure boxed areas received a new filling of tanbark, and the portable multi-purpose room had its roof resealed. The asphalt was painted with blacktop games such as four square and hopscotch, numbered circles for bus lines, and a tricycle path. During the 2020-21 school year, trees on the north side of campus between the multipurpose room and 4th grade portables as well as those behind the 4th grade portables were trimmed and brush removed. Back side of 4th grade portables were cleared of debris. Overall, the school is kept in good condition.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** July 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Fair	Cafeteria ceilings and walls need repaired
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Fair	Girls portable restroom floor tiles need replaced and both boys and girls sink handles need replaced.
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	Cracked window at the front door

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Bark box in front of school needs to be filled.
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	27	N/A	21	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2019-2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**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 2020-2021)**

A systematic belief that student success is a product of quality instruction in conjunction with meeting emotional, social and health needs encompasses our core values. In order to meet the myriad of students' needs, Wilson Elementary School has a supportive and collaborative relationship with the Gridley community and is continually seeking opportunities to strengthen these relationships. A few highlights include: Gridley Elementary Schools Parent Teacher Association (GESPTA), School Site Council, and English Learners Advisory Committee (ELAC).



Literacy Celebrations, Jog-a-Thon fundraiser, monthly award ceremonies, field trips, band concerts, Wilson Track Meet, and Gold Rush Days highlight the enrichment activities and opportunities for parent involvement at our school. Ongoing communication is available via our website, Twitter accounts, electronic newsletters, parent-teacher conferences, Student Success Team meetings, IEP meetings, and monthly calendars.

### 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.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.7	4.6	3.2	5.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.0	5.1	2.5
Expulsions	0.32	0.18	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

Wilson Elementary School has an updated school emergency and disaster preparedness plan that encompasses: fire, earthquake, chemical accident, bomb threat and dangerous intruder on campus (lock-down). The district and the school uses an online emergency alert system called Catapult to notify the district and site safety teams, staff and emergency personnel of incidents and emergencies. The plan outlines the responsibilities of each staff member and the procedures to follow per the emergency. The safety plan was Board approved in March of 2020 following the local school site's approval and input in February of the same year. A copy of the safety plan is available for manual review in the front office. Our emergency phone tree is updated regularly and earthquake, fire, and lock-down drills occur monthly. All staff members, certificated and classified, have received training regarding our school-wide emergency and disaster preparedness plan and ongoing discussions occur regarding student safety for the classroom, playground, and cafeteria. Crossing guards, bus supervision, and noon duty supervisors are also in place and an emphasis is placed on bicycle, pedestrian, and train safety due to the school's proximity to a main thoroughfare and railroad tracks. Fences were installed around the school site and there is a clear procedure for guest check-in and check-out at the main entrance of the school.

### 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.

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

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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+
2	22		7		25		5		22	1	6	
3	24		6		23		7		24	2	3	1
4	24	1	5		24	1	5		27		6	
5	27	1	5		26	1	5		28		5	
Other**	2	1							12	2		

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	606

\*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3.2

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,911	\$915	\$7,997	\$74,280
District	N/A	N/A	\$9,558	\$77,020
Percent Difference - School Site and District	N/A	N/A	-17.8	-3.6
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	3.1	-1.9

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

## Types of Services Funded (Fiscal Year 2019-2020)

In order to support the diverse academic needs of all of our students, we have funded 2 full time intervention teachers that provide explicit, targeted ELA instruction in the following areas: decoding, fluency, comprehension, and writing. These students were selected based upon assessment data and progress is monitored weekly using formative assessments. These groups are fluid which allow for students to exit the intervention once mastery has been made. All students at Wilson Elementary School will also be administered fluency and comprehension benchmark assessments three times per year and students progress will be closely monitored using I-Ready Assessment Data. Our intervention teachers are funded out of LCAP, Title I, and Title II funds.

Instructional aides are also part of our Wilson Community and support our second grade, third grade, special education students, and our tier 2/tier 3 intervention students. Our instructional aides work with students in small groups and provide additional support to students in the area of ELA. Our instructional aides are funded out of Title I and Title III funds.

Instructional materials and staff development is provided for our English Language Development (ELD) teachers and funded out of Title III.

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,479	\$47,145
Mid-Range Teacher Salary	\$68,943	\$74,952
Highest Teacher Salary	\$98,545	\$96,092
Average Principal Salary (Elementary)	\$142,869	\$116,716
Average Principal Salary (Middle)	\$134,977	\$120,813
Average Principal Salary (High)	\$142,073	\$131,905
Superintendent Salary	\$190,562	\$192,565
Percent of Budget for Teacher Salaries	33.0	31.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement		14	3

As outlined in the Gridley Unified School District LCAP Plan, GUSD Board Goals, and site goal Goals, the 2020-21 school year staff development opportunities at Wilson Elementary will focus on continued Common Core implementation, English Language Development Strategies, Response to Intervention, PBIS, Universal Design for Learning, and Professional Learning Communities.

Wilson Elementary School has early release days every Wednesday afternoon in which teachers are engaged in professional development opportunities that focus on Professional Learning Communities, data analysis, Common Core implementation, and high leverage teaching strategies. In addition, data analysis, grade level collaboration, and cross-grade level collaboration are scheduled during this time. Professional Development includes Staff Orientation for the new school year, grade level planning days, CADA conference, PBIS training through BCOE, and Learning Labs support for new teachers.

In addition to professional development opportunities for our certificated staff, our instructional aides in the general and SPED classrooms receive professional development in the area of Crisis Prevention and Interventions (CPI).