Wilson Elementary School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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.

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Wilson Elementary School
Street	429 Magnolia Street
City, State, Zip	Gridley
Phone Number	(530) 846-3675
Principal	Darcy Pollak
E-mail Address	dpollak@gusd.org
Web Site	http://www.gusd.org/Domain/10
CDS Code	04-75507-6003172

District Contact Information	
District Name	Gridley Unified School District
Phone Number	(530) 846-4721
Superintendent	Jordan Reeves
E-mail Address	jreeves@gusd.org
Web Site	www.gridley.org

School Description and Mission Statement (School Year 2017-18)

Wilson Elementary School is located in Gridley, California, at the heart of the Sacramento Valley. With a student enrollment of 600, 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 23 classroom teachers, two intervention teachers, two special education teachers, two physical education teachers, 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.

Wilson Elementary School 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 2016-17)

Grade Level	Number of Students
Grade 2	136
Grade 3	142
Grade 4	147
Grade 5	153
Total Enrollment	578

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0
Asian	3.1
Filipino	0
Hispanic or Latino	59.7
Native Hawaiian or Pacific Islander	0.3
White	31.8
Two or More Races	0.5
Socioeconomically Disadvantaged	42
English Learners	28.9
Students with Disabilities	9.3
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	32	31	32	105
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 2017

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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		

School Facility Conditions and Planned Improvements (Most Recent Year)

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. Even though this building was constructed in 1963, it was updated and modernized over the summer of 2014 as a result of a bond measure that Gridley voters approved. The updating and modernization included a new roof, HVAC systems in each of the classrooms, mounted projectors and screens, ADA compliant doorways, bathrooms, and office space. In addition to this main building, there are 16 relocatable classrooms which house students, our special day class, intervention classes, and our professional development training room. Wilson Elementary School has a portable multi-purpose room which houses 600 children for meals, assemblies and our after school program.

School Facility Good Repair Status (Most Recent Year)
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 overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: September 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Interior doors of classrooms in the main hallway have been replaced and are ADA compliant, 5 classrooms will be replaced during the summer of 2018.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: September 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			One urinal in the boy's 2/3 bathroom needs repairing
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 2016				
	Exemplary	Good	Fair	Poor
Overall Rating		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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	52	43	48	47	48	48
Mathematics (grades 3-8 and 11)	41	39	34	30	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	444	435	97.97	43.45
Male	216	210	97.22	40.48

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	228	225	98.68	46.22
Black or African American	--	--	--	--
Asian	12	12	100	58.33
Hispanic or Latino	266	263	98.87	37.26
White	137	132	96.35	53.03
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	315	311	98.73	37.3
English Learners	161	161	100	34.78
Students with Disabilities	55	51	92.73	15.69
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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	444	435	97.97	39.08
Male	216	210	97.22	40.48
Female	228	225	98.68	37.78
Black or African American	--	--	--	--
Asian	12	12	100	50
Hispanic or Latino	266	263	98.87	34.22
White	137	132	96.35	50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	315	311	98.73	33.44
English Learners	161	161	100	33.54
Students with Disabilities	55	51	92.73	17.65
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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	50	46	58	52	56	54

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

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.5	19.2	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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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: GESPTA (Gridley Elementary Schools Parent Teacher Association), School Site Council, The Gridley Fire Department, ELAC (English Learners Advisory Committee), Northern Valley Catholic Social Services, BCOE (Butte County Office of Education) Migrant Education Services, Girls on the Run, Gridley High School tutors, Victor Community Support Services, GHS FFA, and GHS Leadership Team.

Literacy Celebrations, Jog-a-Thon fundraiser, Grandparents' Day, 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, Remind via Text messaging, electronic newsletters, parent-teacher conferences, Student Success Team meetings, IEP meetings, and monthly calendars. Nurtured Heart, a parent education course, was offered to support parents and interactions with their children.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.6	3.1	5.2	4.8	4.8	4.5	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 and 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. 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.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2013-2014
Year in Program Improvement*	Year 2	Year 1
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	80

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
2	21	1	6		22		7		23		6	
3	20	6	1		20	3	4		20	6	1	
4	28		5		29		5		28		5	
5	25	1	6		27	1	5		27	1	5	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.6	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.33 F.T.E.	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	2	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$6,920	$1,924	$4,996	$76,939.74
District	N/A	N/A	$5,842	$70,966
Percent Difference: School Site and District	N/A	N/A	-15.6	8.1
State	N/A	N/A	$6,574	$69,649
Percent Difference: School Site and State	N/A	N/A	-27.3	9.9

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

Types of Services Funded (Fiscal Year 2016-17)

In order to support the diverse academic needs of all of our students, we have funded two 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 AIMSWEB 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 both iready and Aimsweb 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$39,793	$44,144
Mid-Range Teacher Salary	$63,098	$69,119
Highest Teacher Salary	$90,191	$86,005
Average Principal Salary (Elementary)	$125,216	$106,785
Average Principal Salary (Middle)	$126,725	$111,569
Average Principal Salary (High)	$125,455	$121,395
Superintendent Salary	$167,392	$178,104
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

As outlined in the Gridley Unified School District Common Core Implementation Plan, GUSD Board Goals, and LCAP Goals, the 2016-17 school year staff development opportunities at Wilson Elementary will focus on Common Core implementation, technology integration, English Language Development Strategies, Response to Intervention, and Professional Learning Communities. Therefore prior to the school year, our teachers received professional development that focused on implementation of our new ELA curriculum, Benchmark Advanced. . In addition, 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, high leverage teaching strategies, RtI, and technology implementation. In addition, data analysis, grade level collaboration, and cross-grade level collaboration are scheduled during this time.

In order to accommodate the implementation of Common Core and the integration of technology, additional teacher release days are scheduled throughout the school year, district after school workshops are offered, and teacher leaders have been sent to conferences with technology, RtI, and English Language Development as the focus. These teacher leaders have shared their new learning with our staff via our early release Wednesdays and after school workshops. To further support teacher implementation of Common Core and technology integration, our instructional coach and principal provide in-class coaching, demonstration lessons, and feedback following observations. Teachers, novice and veteran, are also given the opportunity to observe other teachers within our school and other districts.

In addition to professional development opportunities for our certificated staff, our instructional aides receive professional development in the area of Common Core high leverage strategies and student engagement.