

# Wilson Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Wilson Elementary School
<b>Street</b>	429 Magnolia Street
<b>City, State, Zip</b>	Gridley, CA 94948
<b>Phone Number</b>	(530) 846-3675
<b>Principal</b>	Darcy Pollak
<b>E-mail Address</b>	dpollak@gusd.org
<b>Web Site</b>	<a href="http://www.gusd.org/Domain/10">http://www.gusd.org/Domain/10</a>
<b>CDS Code</b>	04-75507-6003172

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

### School Description and Mission Statement (School Year 2018-19)

Wilson Elementary School is located in Gridley, California, at the heart of the Sacramento Valley. With a student enrollment of 593, 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, 2.5 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 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 2</b>	158
<b>Grade 3</b>	144
<b>Grade 4</b>	144
<b>Grade 5</b>	154
<b>Grade 6</b>	1
<b>Total Enrollment</b>	601

**Student Enrollment by Group (School Year 2017-18)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0.8
American Indian or Alaska Native	0.2
Asian	3.2
Filipino	0.0
Hispanic or Latino	60.1
Native Hawaiian or Pacific Islander	0.3
White	29.3
Socioeconomically Disadvantaged	78.7
English Learners	26.5
Students with Disabilities	8.2
Foster Youth	1.7

**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**

<b>Teachers</b>	<b>School</b>			<b>District</b>
	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2018-19</b>
<b>With Full Credential</b>	31	32	31	
<b>Without Full Credential</b>	0	0	0	
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	

**Teacher Misassignments and Vacant Teacher Positions**

<b>Indicator</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 2018-19)**

**Year and month in which data were collected:** September 2018

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 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%

**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 11 relocatable classrooms which house students, our special day class, intervention classes, and our professional development training room. 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 storage rooms. Wilson Elementary School has a portable multi-purpose room which houses 600 children for meals, assemblies and our after school program.

This inspection was done while 2018-19 projects were being completed. Those 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. Overall, the school is kept in good condition.

**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: August 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: August 2018		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Interior:</b> Interior Surfaces	Fair	Tac Board and ceiling tiles need to be painted or replaced in the cafeteria - will be done spring of 2019, new portables installed on south side of campus
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Poor	Communication wires need to be raised up behind the portables near the restrooms. These were secured to fence in Fall 2018, exterior light fixture in need of repair on east side main building was repaired in fall 2018, electrical systems in main building need to be updated school-wide.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	ADA Signage on boys and girls RR doors needs to be replaced.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	New asphalt was poured, grass field plained and hydro-seeded during summer 2018. There is a tree growing between the portables that needs to be removed.

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: August 2018</b>	
<b>Overall Rating</b>	<b>Good</b>

## 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	43.0	51.0	47.0	50.0	48.0	50.0
Mathematics (grades 3-8 and 11)	39.0	45.0	30.0	36.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	434	427	98.39	50.59
Male	217	210	96.77	42.86
Female	217	217	100.00	58.06
Black or African American	--	--	--	--
Asian	15	15	100.00	53.33
Hispanic or Latino	261	258	98.85	44.96
Native Hawaiian or Pacific Islander	--	--	--	--
White	125	123	98.40	64.23
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	341	335	98.24	44.78
English Learners	165	162	98.18	44.44
Students with Disabilities	45	43	95.56	20.93
Students Receiving Migrant Education Services	--	--	--	--
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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	434	427	98.39	44.5
Male	217	211	97.24	45.97
Female	217	216	99.54	43.06
Black or African American	--	--	--	--
Asian	15	15	100	60
Hispanic or Latino	261	260	99.62	38.85
Native Hawaiian or Pacific Islander	--	--	--	--
White	125	121	96.8	56.2
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	341	335	98.24	40
English Learners	165	164	99.39	37.8
Students with Disabilities	45	42	93.33	14.29
Students Receiving Migrant Education Services	--	--	--	--
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.3	25.0	29.7

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 school site.

### Opportunities for Parental Involvement (School Year 2018-19)

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, The Gridley Fire Department, English Learners Advisory Committee (ELAC), Northern Valley Catholic Social Services, Butte County Office of Education, Migrant Education Services, Girls on the Run, Gridley High School tutors, Victor Community Support Services, Gridley High FFA, and Gridley Unified School District 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, 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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.1	5.2	1.7	4.8	4.5	3.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1



## School Safety Plan (School Year 2018-19)

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. 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	2015-16				2016-17				2017-18			
	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	22		7		23		6		22		7	
3	20	3	4		20	6	1		24		6	
4	29		5		28		5		24	1	5	
5	27	1	5		27	1	5		27	1	5	
Other									2	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.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	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 (non-teaching)	1	N/A
Other	2.5	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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,158	\$1,880	\$5,278	\$76,939.74
District	N/A	N/A	\$5,694	\$75,807
Percent Difference: School Site and District	N/A	N/A	-7.6	1.5
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-29.8	7.5

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.

**Types of Services Funded (Fiscal Year 2017-18)**

In order to support the diverse academic needs of all of our students, we have funded 2.5 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 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$45,681
Mid-Range Teacher Salary		\$70,601
Highest Teacher Salary		\$89,337
Average Principal Salary (Elementary)		\$110,053
Average Principal Salary (Middle)		\$115,224
Average Principal Salary (High)		\$124,876
Superintendent Salary		\$182,466
Percent of Budget for Teacher Salaries	36.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

## Professional Development (Most Recent Three Years)

---

As outlined in the Gridley Unified School District LCAP Plan, GUSD Board Goals, and site goal Goals, the 2018-19 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. The GUSD school district contracts with an outside agency to work with its school on the implementation of 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.

In addition to professional development opportunities for our certificated staff, our instructional aides receive professional development in the area of working with students who need reading support and intervention in a small group setting.

The district has a hired TOSA who mentors teachers in the areas of common core implementation, high leverage teaching strategies, and needs identified by the teacher. Staff is evaluated using a methods that were mutually agreed upon between GTA and the administration.