

**Wilson Elementary School**  
**2021-2022 School Accountability Report Card**  
**(Published During the 2022-2023 School Year)**



# General Information about the School Accountability Report Card (SARC)

## SARC Overview



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 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.

## 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.

## 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.

## 2022-23 School Contact Information

<b>School Name</b>	Wilson Elementary School
<b>Street</b>	409 Magnolia Street
<b>City, State, Zip</b>	Gridley, CA 94948
<b>Phone Number</b>	(530) 846-3675
<b>Principal</b>	Joan Schumann, PhD
<b>Email Address</b>	jschumann@gusd.org
<b>School Website</b>	www.wilson.gusd.org
<b>County-District-School (CDS) Code</b>	04-75507-6003172

## 2022-23 District Contact Information

<b>District Name</b>	Gridley Unified School District
<b>Phone Number</b>	(530) 846-4721
<b>Superintendent</b>	Justin Kern
<b>Email Address</b>	jkern@gusd.org
<b>District Website Address</b>	www.gusd.org

## 2022-23 School Overview

The committed and engaged faculty of Wilson Elementary School put students at the center of all decision-making. Located in the heart of the Sacramento Valley, this school serves a population who has built resilience in spite of continuous crises for the past 5 years; including, wildfire displacement, dam failure, local flooding, and a global pandemic. Our faculty, parent, and student communities have persevered through these traumatic events with their sense of compassion, generosity, and advocacy for one another. What's more, our community now thrives with the return of school traditions, the creation of new events, and the continuous process of school self-improvement.

At Gridley Unified School District, our mission is as follows:

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.

In line with our district mission, Wilson Elementary offers a safe and nurturing environment by committing to Positive Behavior Interventions and Supports (PBIS). This past school year, Wilson Elementary was recognized at the CA-PBIS Conference as a high-achieving "Gold-level" implementation school. The faculty and staff demonstrate this commitment by educating the whole child; greeting students each morning, establishing clear expectations in and outside the classroom, fostering social skill and friendship development, as well as utilizing a restorative (versus exclusionary) approach to school discipline. At Wilson Elementary, all students are proud to be RAMS - Responsible, Achieving, Mindful, and Safe!

With respect to our academic curriculum, Wilson teachers are engaged in their team development process using the Professional Learning Communities (PLC) model. As we review, update, and adopt new curriculum at each grade level, PLC teams facilitate a process by which they sequence their students' learning for the year, align instructional and assessment resources to these priority areas of learning and commit to ongoing data analysis and dialogue in an effort to improve student outcomes each year.

Finally, as a leader in our local region, Wilson Elementary is actively working to establish a high-quality tiered system of support in response to students' academic and social-emotional needs. At the Tier 1 level, teaching teams are committed to delivering an aligned curriculum that is differentiated to meet student needs. At the Tier 2 level, intervention teams regularly use data to identify students at risk and efficiently provide access to research-based interventions and ongoing progress monitoring. At the Tier 3 level, intensive and individualized services are offered to students who require this level of support in order to access their educational learning environment.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	132
Grade 3	134
Grade 4	140
Grade 5	134
Total Enrollment	540

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.0
Male	55.0
American Indian or Alaska Native	0.4
Asian	3.3
Black or African American	0.6
Filipino	0.0
Hispanic or Latino	55.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	2.4
White	34.1
English Learners	31.1
Foster Youth	1.1
Homeless	1.7
Migrant	1.3
Socioeconomically Disadvantaged	77.2
Students with Disabilities	14.3

#### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.50	96.30	87.50	86.86	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.80	0.82	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.50	0.53	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	5.10	5.12	12115.80	4.41
<b>Unknown</b>	1.00	3.70	6.70	6.65	18854.30	6.86
<b>Total Teaching Positions</b>	27.50	100.00	100.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Last year, Wilson Elementary adopted several new curriculum programs using a collaborative and transparent decision-making process. This year, teachers have worked to implement these programs using the PLC process.

<b>Year and month in which the data were collected</b>	January 2023		
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students

		Recent Adoption ?	Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Education - Benchmark Advance (2017)	Yes	0%
<b>Mathematics</b>	Houghton Mifflin Harcourt - Go Math K-5 (2022)	Yes	0%
<b>Science</b>	McGraw Hill - California Inspire Science K-5 (2022)	Yes	0%
<b>History-Social Science</b>	Savvas California History - myWorld Interactive K-5 (2022)	Yes	0%
<b>Foreign Language</b>	N/A		
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	N/A		
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		

## School Facility Conditions and Planned Improvements

For the past 60 years, Wilson Elementary School has evolved into a safe and student-centered environment. Students are protected by an enclosed gate which includes secured and video-monitored entrances and exits. Our three custodians as well as our maintenance and landscaping staff keep the campus clean and functioning throughout the year.

Our expansive campus consists of the following structures and improvements:

A main hall which houses 13 classrooms, faculty collaboration spaces, a Front Office, Media Center, Speech-Therapy Room, various offices, student and faculty bathrooms

An additional 11 portables house general and special education classrooms, intervention and support services spaces including a campus wellness center

In 2018, new and permanent portable classrooms as well as additional staff and student bathrooms were built

In 2019, improvements were made to the blacktop, fields, and outside playground areas

In 2021-22, all-new internet writing will provide necessary upgrades for classrooms

Last year, Wilson has also created an Occupational Therapy/Sensory Room to provide students with and without disabilities their much-needed access to sensory breaks, private and quiet testing areas, as well as calming space for students who require de-escalation strategies. Wilson also updated the front office space to include a conference room. This allows for families to meet with service professionals in a confidential meeting room away from classroom facilities.

Finally, as we look ahead, the portable cafeteria building is planned for reconstruction within the broader GUSD facilities plan. A new building which is purpose-built for students to eat, play, and perform indoors will carry on our journey of improving the Wilson Elementary School campus.

**Year and month of the most recent FIT report**

September 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Cafeteria ceiling and walls are stained and damaged; walls have holes and water damage; roof has multiple potential leaks and water fountains are not functional
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			

## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	Extensive dry rot present within and on exterior of facilities; some drinking fountains not working
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Cracked window at the front door
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	39	N/A	50	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	35	N/A	32	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	422	412	97.63	2.37	39.08
<b>Female</b>	193	188	97.41	2.59	39.36
<b>Male</b>	229	224	97.82	2.18	38.84
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	13	13	100.00	0.00	61.54
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	239	235	98.33	1.67	34.47
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	16	15	93.75	6.25	46.67
<b>White</b>	151	146	96.69	3.31	43.15
<b>English Learners</b>	130	128	98.46	1.54	20.31
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	337	331	98.22	1.78	35.95
<b>Students Receiving Migrant Education Services</b>	15	15	100.00	0.00	20.00
<b>Students with Disabilities</b>	62	57	91.94	8.06	14.04

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	420	410	97.62	2.38	35.12
<b>Female</b>	192	187	97.40	2.60	32.09
<b>Male</b>	228	223	97.81	2.19	37.67
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	13	13	100.00	0.00	69.23
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	237	233	98.31	1.69	29.61
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	16	15	93.75	6.25	20.00
<b>White</b>	151	146	96.69	3.31	41.78
<b>English Learners</b>	130	128	98.46	1.54	22.66
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	335	329	98.21	1.79	33.43
<b>Students Receiving Migrant Education Services</b>	15	15	100.00	0.00	13.33
<b>Students with Disabilities</b>	62	57	91.94	8.06	8.77

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	27.13	21.68	28.45	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	132	129	97.73	2.27	27.13
<b>Female</b>	60	58	96.67	3.33	22.41
<b>Male</b>	72	71	98.61	1.39	30.99
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	71	70	98.59	1.41	20
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	50	49	98	2	40.82
<b>English Learners</b>	32	32	100	0	3.13
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	106	104	98.11	1.89	25
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	21	20	95.24	4.76	5

## B. Pupil Outcomes

### 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.5%	97%	97.7%	97.7%	98.5%

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

At Wilson Elementary School, families are welcomed and encouraged to participate in their child's education. This year, several new communication systems and family events have been established to provide plenty of opportunities for families to engage in the life of our school:

- Weekly "Staying Connected" newsletters
- Annual Family Calendar magnets
- Monthly "Books for Breakfast" reading opportunities
- Winter and Spring Arts Festivals
- Family Literacy Night
- Family STEM Night
- Campus Beautification Days
- Certified Elementary Parent Trainings

Our highly active and growing Parent-Teacher Association (PTA) regularly organizes community events such as movie nights, school dances, and spirit wear sales. Our School Site Council (SSC) consists of 8 diverse representatives of parents and staff who thoughtfully weigh in on all major school decisions. Several annual on-campus events, classroom volunteering, as well as standard school meetings provide regular opportunities to build home-school partnerships.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	572	565	138	24.4
Female	262	257	68	26.5
Male	310	308	70	22.7
American Indian or Alaska Native	2	2	0	0.0
Asian	18	18	0	0.0
Black or African American	4	4	2	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	317	312	80	25.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	13	13	3	23.1
White	207	205	51	24.9
English Learners	173	172	40	23.3
Foster Youth	9	9	1	11.1
Homeless	12	11	5	45.5
Socioeconomically Disadvantaged	462	456	119	26.1
Students Receiving Migrant Education Services	18	18	2	11.1
Students with Disabilities	94	94	29	30.9

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.05	5.20	2.45
Expulsions	0.32	0.18	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	4.21	1.22	5.89	5.12	0.20	3.17
Expulsions	0.16	0.00	0.14	0.19	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.22	0.00
Female	0.00	0.00
Male	2.26	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.95	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.93	0.00
English Learners	0.58	0.00
Foster Youth	0.00	0.00
Homeless	8.33	0.00
Socioeconomically Disadvantaged	1.52	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00



## 2022-23 School Safety Plan

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 use 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 Wilson School Safety Plan was Board approved in March of 2022 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 contacts are 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 regularly regarding student safety for the classroom, playground, and cafeteria.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
2	22	1	6	
3	24	2	3	1
4	27		6	
5	28		5	
Other	12	2		

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
2	19	7		
3	23	2	4	1
4	22	1	5	
5	19	3	5	
Other	10	2		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
2	21	3	3	
3	25	1	4	1
4	22	1	5	
5	25		5	
Other	8	4		

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	540

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	6.1

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,461	\$1,671	\$6,789	\$76,977
District	N/A	N/A	\$10,383.47	\$76,381
Percent Difference - School Site and District	N/A	N/A	-41.9	0.8
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	2.9	-2.8

## 2021-22 Types of Services Funded

Wilson Elementary's Multi-tiered System of Support (MTSS) provides a framework for quality instruction, aligned curriculum, effective intervention, and data-based decision making within a continuum of services for all students. In all classrooms, teachers review student assessment data to guide the student learning focus as well as instructional pacing. Small group learning is facilitated and supplemented by a robust team of trained instructional aides.

Research-based interventions remediate foundational academic skills and foster social, emotional, and behavioral development. Students who are below grade level receive additional interventions either in the classroom with their teacher and/or with the intervention team. Student progress is monitored closely and those who fail to respond to this level of support are escalated to a more intensive and individualized service and assessment plan.

At Wilson, faculty and staff are dedicated to providing high quality support to students who are most at risk of academic failure and/or behavior escalation. The intervention team, (consisting of one certificated Intervention Teacher, one Resource Teacher, Speech-Language Therapist, and School Counselor), utilize a problem-solving approach to identify student needs and efficiently offer services to students of concern.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,236	\$48,503
Mid-Range Teacher Salary	\$71,728	\$74,912
Highest Teacher Salary	\$102,526	\$100,321
Average Principal Salary (Elementary)	\$112,852	\$122,160
Average Principal Salary (Middle)	\$145,829	\$127,632
Average Principal Salary (High)	\$155,470	\$137,578
Superintendent Salary	\$196,279	\$198,665
Percent of Budget for Teacher Salaries	36%	31%
Percent of Budget for Administrative Salaries	6%	6%

## Professional Development

In an effort to support ongoing professional growth and development, Wilson Faculty have engaged in the following professional development activities:

- Annual goal setting and reflection process
- Instructional coaching opportunities
- Scaffolding text support for struggling readers
- Strengthening phonics and fluency development in core reading instruction
- Go Math implementation training and support
- Healthy Play training
- Positive Behavior Supports and Interventions - California statewide conference
- Professional consultation, coaching, and feedback in the area of data-based decision making

Wilson Elementary faculty and staff are committed to improving student learning outcomes and educating the whole child. They regularly seek feedback and welcome outside expertise taking pride in various research projects they have participated in over the years. Wilson faculty are proud of their wealth of experience, their dedication to the profession, and overall commitment to student wellbeing.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3