

Wilson Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

School Vision: "Every student matters, every day counts"

School Mission: At Wilson Elementary, we believe all students can achieve greatness. As a collaborative school community, we engage students in quality learning experiences each day and cultivate family support in an effort to prepare students for academic success in secondary education and promote social-emotional wellbeing for lifelong health and happiness.

Goal #1: Wilson Elementary will engage in a process of continuous self-improvement in order to provide a high quality educational program for all students. The committed and engaged faculty of Wilson Elementary School keep students at the center of all decision-making. Wilson teachers are engaged in their team development process using Professional Learning Communities (PLCs). 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.

Goal #2: Wilson Elementary will provide efficient and effective supplemental support and intervention for students who are at risk of not meeting the grade level standards. As a leader in the local region, Wilson Elementary actively works to establish a high-quality tiered system of support in response to students' academic and social-emotional needs. At the Tier 1 level, teacher teams are committed to delivering an aligned curriculum that is differentiated to meet student needs. At the Tier 2 level, classroom teachers and the intervention team regularly use data to identify students at risk and efficiently provide access to evidence-based interventions and ongoing progress monitoring. At the Tier 3 level, intensive and individualized services are provided to students who require this level of support in order to access their educational learning environment.

Goal #3: Wilson Elementary will utilize a PBIS (preventative) framework for promoting positive behavior and teaching social-emotional competencies. Wilson Elementary offers a safe and nurturing environment by committing to Positive Behavior Interventions and Supports (PBIS). In 2023, Wilson Elementary was recognized at the California PBIS Conference as a high-achieving "Platinum-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, we are all proud to be RAMS - Responsible, Achieving, Mindful, and Safe!

Goal #4: Wilson Elementary will foster strong community and parent partnerships by offering multiple opportunities to connect, engage, and understand students' educational needs and progress. With an unprecedented level of family involvement, Wilson offers community events at least monthly along with opportunities to connect with teachers throughout the year, volunteer on campus, and support campus beautification projects.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	143
Grade 3	135
Grade 4	139
Grade 5	142
Total Enrollment	559

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8%
Male	52.2%
American Indian or Alaska Native	0.4%
Asian	2.7%
Black or African American	0.4%
Hispanic or Latino	58.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	2.7%
White	35.4%
English Learners	31.8%
Foster Youth	1.1%
Homeless	0.4%
Migrant	3%
Socioeconomically Disadvantaged	76%
Students with Disabilities	17%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.50	96.30	87.50	86.86	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.82	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.50	0.53	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.10	5.12	12115.80	4.41
Unknown	1.00	3.70	6.70	6.65	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.00	91.86	89.10	89.84	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.17	1.50	1.51	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.50	1.60	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.20	2.29	11953.10	4.28
Unknown	0.90	3.96	4.70	4.74	15831.90	5.67
Total Teaching Positions	23.90	100.00	99.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In recent years, Wilson Elementary has adopted several new curriculum programs using a collaborative and transparent decision-making process. In 2022-23, teachers have worked to implement these programs using the PLC process. Wilson also works as a K-5 team to review and adopt a new ELA/ELD curriculum. As we look ahead to next year, our new ELA/ELD curriculum implementation will be a top priority.

Year and month in which the data were collected	January 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
Reading/Language Arts	Benchmark Education - Benchmark Advance (2017)	Yes	0%
Mathematics	Houghton Mifflin Harcourt - Go Math K-5 (2022)	Yes	0%
Science	McGraw Hill - California Inspire Science K-5 (2022)	Yes	0%
History-Social Science	Savvas California History - myWorld Interactive K-5 (2022)	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

For more than 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 2.5 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 provides necessary upgrades for classrooms as well as 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.

In 2022-23, Wilson updated the front office space to include a conference room which allows families to meet with service professionals in a confidential meeting room away from classroom facilities.

In 2023, 10 classrooms have installed interactive touchscreen displays which improves student engagement through enhanced instructional delivery

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 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Ceiling tiles have holes or stains in multiple classrooms
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Evidence of water and termite damage in principal office
Electrical	X			Lighting is flickering/not functional in some classrooms
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			Holes and tears in walls present hazards to staff and students in the cafeteria, kitchen, girl's bathroom, and some classrooms.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	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 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	39	42	50	49	47	46
Mathematics (grades 3-8 and 11)	35	38	32	34	33	34

2022-23 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
All Students	416	411	98.80	1.20	42.09
Female	194	191	98.45	1.55	43.98
Male	222	220	99.10	0.90	40.45
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	76.92
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	236	233	98.73	1.27	36.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	33.33
White	147	145	98.64	1.36	48.97
English Learners	115	114	99.13	0.87	16.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	347	343	98.85	1.15	39.07
Students Receiving Migrant Education Services	17	16	94.12	5.88	43.75
Students with Disabilities	62	59	95.16	4.84	18.64

2022-23 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
All Students	417	413	99.04	0.96	37.53
Female	195	193	98.97	1.03	35.23
Male	222	220	99.10	0.90	39.55
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	69.23
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	237	235	99.16	0.84	31.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	40.00
White	147	145	98.64	1.36	43.45
English Learners	115	115	100.00	0.00	20.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	348	345	99.14	0.86	34.49
Students Receiving Migrant Education Services	17	17	100.00	0.00	29.41
Students with Disabilities	62	59	95.16	4.84	16.95

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.13	28.28	28.45	31.31	29.47	30.29

2022-23 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
All Students	149	148	99.33	0.67	27.70
Female	66	66	100.00	0.00	28.79
Male	83	82	98.80	1.20	26.83
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	85	85	100.00	0.00	21.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	52	52	100.00	0.00	34.62
English Learners	42	42	100.00	0.00	4.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	128	127	99.22	0.78	27.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	14	100.00	0.00	7.14

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	95.7	95.7	95	94.3	95.7

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.

2023-24 Opportunities for Parental Involvement

At Wilson Elementary School, families are regularly welcomed and encouraged to participate in their child's education. Our Parent Square communication system is the primary source for information with announcements about family events and plenty of opportunities for families to engage in the life of our school:

- Weekly "Staying Connected" newsletters to provide ongoing and timely communication
- Annual Family Calendar magnets to promote parent involvement
- Monthly "Books for Breakfast" reading opportunities to encourage family literacy
- Winter and Spring Arts Festivals to celebrate and illustrate arts education
- Family Literacy Night to actively engage parents in the learning process
- Family STEM Night to actively engage parents in the learning process
- Health and Wellness Street Fair to promote health and wellbeing
- Campus Beautification Days to invest families in their school facilities
- Volunteer Opportunities to involve parents in the learning process and life of the school

Our highly active and growing Parent-Teacher Association (PTA) regularly organizes community events such as movie nights, school dances, and fundraising opportunities. Our School Site Council (SSC) consists of 16 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.

This year, Wilson Elementary has also successfully resurrected their English Learner Advisory Council (ELAC) that not only provides support and advice for our English Learner Program but organizes additional cultural events such as Dia de los Muertos, tamales-making, Baile Folklorico, and Dia de los Madres.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	592	585	108	18.5
Female	289	287	52	18.1
Male	303	298	56	18.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	2	0	0.0
Asian	16	16	2	12.5
Black or African American	2	2	1	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	341	339	61	18.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	19	18	6	33.3
White	210	207	38	18.4
English Learners	186	185	29	15.7
Foster Youth	10	10	4	40.0
Homeless	13	9	3	33.3
Socioeconomically Disadvantaged	504	498	101	20.3
Students Receiving Migrant Education Services	21	21	2	9.5
Students with Disabilities	110	109	34	31.2

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	4.21	1.22	1.69	5.89	5.12	6.10	0.20	3.17	3.60
Expulsions	0.16	0.00	0.00	0.14	0.19	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.69	0
Female	1.38	0
Male	1.98	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.76	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.9	0
English Learners	1.61	0
Foster Youth	0	0
Homeless	7.69	0
Socioeconomically Disadvantaged	1.98	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.82	0

2023-24 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, procedures to follow per the emergency and is updated on an annual basis.

The Wilson School Safety Plan was Board approved in March of 2023 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 and digital copy is provided on the school's website. 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, cafeteria as well as school drop-off and dismissal times.

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.

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		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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
K	0	0	0	0
1	0	0	0	0
2	26	0	21	0
3	26	0	20	1
4	26	4	16	0
5	27	4	16	0
6	0	0	0	0
Other	7	4	0	0

2022-23 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	0

2022-23 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
Library Media Teacher (Librarian)	0.3
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	5.1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$10,412	\$2,671	\$7,741	\$90,519
District	N/A	N/A	\$10,834	\$80,128
Percent Difference - School Site and District	N/A	N/A	-33.3	16.9
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	16.0	13.4

Fiscal Year 2022-23 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 deliver an evidence-based program and review progress monitoring data to guide instructional decision-making. Small group and differentiated learning is available in every classroom and is also supplemented by a robust team of trained instructional aides.

Evidence-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 using valid and reliable measures so those who fail to respond to interventions 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 MTSS intervention team, (consisting of a Certificated Intervention Teacher, an Education Specialist, Speech-Language Therapist, and School Counselor), utilize a problem-solving approach to identify student needs and efficiently offer services to address concerns.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$46,141	\$50,875
Mid-Range Teacher Salary	\$73,163	\$79,761
Highest Teacher Salary	\$104,577	\$103,045
Average Principal Salary (Elementary)	\$144,276	\$128,154
Average Principal Salary (Middle)	\$148,746	\$131,774
Average Principal Salary (High)	\$153,217	\$142,676
Superintendent Salary	\$193,500	\$211,462
Percent of Budget for Teacher Salaries	31.9%	30.11%
Percent of Budget for Administrative Salaries	5.87%	5.49%

Professional Development

In an effort to achieve our Wilson School Goals and uphold our school's vision and mission, Wilson Faculty have engaged in the following professional growth and reflection activities:

- Annual goal setting and reflection process (beginning, middle, and end of year)
- Instructional coaching opportunities (including mini and full coaching cycles as well as team-based cycles)
- Scaffolding text support for struggling readers and writers
- Strengthening phonics and fluency development in core reading instruction
- Go Math implementation training and support
- Positive Behavior Supports and Interventions, California statewide conference
- Professional Learning Communities (PLC) Conference organized by Solution Tree
- 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

Professional Development

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 learning.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3