

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

School Name	Wilson Elementary School
Street	305 E. Kamm Avenue
City, State, Zip	Dinuba, CA 93618
Phone Number	(559) 595-7370
Principal	Maria Lichtenwaldt
Email Address	mlichtenwaldt@dinuba.k12.ca.us
School Website	https://www.dinuba.k12.ca.us/Wilson
County-District-School (CDS) Code	54-75531-6054001

2022-23 District Contact Information

District Name	Dinuba Unified School District
Phone Number	(559) 595-7200
Superintendent	Joe Hernandez, Ed.D.
Email Address	jhernandez@dinuba.k12.ca.us
District Website Address	http://dusd.dinuba.k12.ca.us/

2022-23 School Overview

Wilson Elementary School serves approximately 565 students in TK to Sixth grade in 2022-2023. Our teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school holds high expectations for the academic and social development of all students. Curriculum planning, staff development and assessment activities are focused on assisting students in mastering the state academic content standards, as well as increasing the overall student achievement of all subgroups. Positive Behavior Intervention Supports are implemented and reinforced on a daily basis for students to feel emotionally and socially safe.

Wilson Elementary School's positive and rigorous learning environment is a school strength. Classrooms and school programs reflect the school's strong emphasis on learning. Students and parents express pride in the school. The school takes every opportunity to recognize and reward students for their successes and accomplishments.

Wilson Elementary School's vision is Hope for A Better Tomorrow.

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About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	70
Grade 2	86
Grade 3	84
Grade 4	81
Grade 5	71
Grade 6	89
Total Enrollment	560

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	0.4
Asian	0.4
Black or African American	0.4
Filipino	0.4
Hispanic or Latino	97.7
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	0.9
English Learners	45.0
Foster Youth	0.2
Homeless	5.2
Migrant	3.0
Socioeconomically Disadvantaged	89.1
Students with Disabilities	8.2

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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)	21.00	91.30	235.30	86.41	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	8.70	11.00	4.04	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.90	2.54	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.80	3.24	12115.80	4.41
Unknown	0.00	0.00	10.20	3.76	18854.30	6.86
Total Teaching Positions	23.00	100.00	272.30	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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	
Total Teachers Without Credentials and Misassignments	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	
Total Out-of-Field Teachers	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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.60	

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

All adopted text books are aligned with state standards for each content area. There are sufficient copies of all text books for each child to have an individual copy of the text.

Year and month in which the data were collected

8/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All in good condition. Houghton Mifflin Journeys– Houghton Mifflin is the adopted English Language Arts Curriculum. Adopted in 2016.	Yes	0
Mathematics	All in new condition. <i>Illustrative Mathematics-IM</i> is the adopted Mathematics Curriculum. Adopted in 2021g g g g	Yes	0
Science	All in good condition. TWIG - TWIG is the adopted Science Curriculum. Adopted in 2019	Yes	0
History-Social Science	All in good condition. History Social Science - Studies Weekly is the adopted Social Science Curriculum for K-6. Adopted in 2020	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

Wilson Elementary takes great efforts to ensure a safe, clean and functional physical environment for students, staff and volunteers. Sufficient space is provided for students and staff to support teaching and learning. Classrooms are inspected regularly to make sure they are up to date and repairs are made in a timely manner. Monthly meetings are held with district personnel to discuss any repairs or new projects on our campus.

All visitors are required to check into the office and wear a visitors badge while on campus.

The day custodian, assisted by night custodian, cleans all classrooms, office, restrooms, and cafeteria daily. The district grounds crew regularly mows and trims the grounds. Our intercom, fire alarm, and alarm are constantly checked to ensure efficient service to staff, students and local police station.

Year and month of the most recent FIT report

6/26/2022

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			30: 4. WATER DAMAGE TO COUNTERTOP. 11. PAINT IS PEELING ON EAVES. 15. WINDOW SCREENS ARE MISSING. DOOR CLOSER COVER IS MISSING. 31: 4. FORMICA TRIM IS LOOSE ON COUNTERTOP. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING TRIM. 15. WINDOW SCREENS ARE MISSING.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET AND DRINKING FOUNTAIN HAVE LOW FLOWS. 10: 9. FAUCET HAS A LOW FLOW. 2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 15. DOOR CLOSER COVER IS MISSING IN RR. 8: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. BOYS REST ROOM (NEAR 11): 9. FAUCETS HAVE A LOW FLOW. BOYS REST ROOM (NEAR 19): 9. FAUCETS ARE LOOSE AT BASE. CLASSROOM 5: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. GIRLS REST ROOM (NEAR 12): 7. EXTERIOR LIGHT COVER IS MISSING. 9. FAUCETS HAVE LOW FLOWS. 11. PAINT IS PEELING ON INTERIOR WALL. GIRLS REST ROOM (NEAR 20): 9. FAUCETS HAVE A LOW FLOW. EXTERIOR DRINKING FOUNTAIN HAS A LEAK. UNISEX REST ROOM (ADMIN): 9. FAUCET HAS A HIGH PRESSURE.

School Facility Conditions and Planned Improvements

<p>Safety: Fire Safety, Hazardous Materials</p>	<p>X</p>		<p>UNISEX REST ROOM (ADMIN): 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON THE DOOR.</p> <p>15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL CONDUIT IS LOOSE FROM THE WALL. 11. PAINT IS PEELING ON THE DOOR. 17: 11. PAINT IS PEELING ON INTERIOR WALL. 21: 4. RUBBER MOLDING IS MISSING. 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING. 15. THRESHOLD IS LOOSE (NO SCREWS). 28: 7. ONE LIGHT PANEL IS OUT. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON THE DOOR. 30: 4. WATER DAMAGE TO COUNTERTOP. 11. PAINT IS PEELING ON EAVES. 15. WINDOW SCREENS ARE MISSING. DOOR CLOSER COVER IS MISSING. 31: 4. FORMICA TRIM IS LOOSE ON COUNTERTOP. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING TRIM. 15. WINDOW SCREENS ARE MISSING. GIRLS REST ROOM (NEAR 12): 7. EXTERIOR LIGHT COVER IS MISSING. 9. FAUCETS HAVE LOW FLOWS. 11. PAINT IS PEELING ON INTERIOR WALL. UNISEX REST ROOM (ADMIN): 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON THE DOOR.</p>
<p>Structural: Structural Damage, Roofs</p>	<p>X</p>		<p>20: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. HOLE IN EXTERIOR WALL. 21: 4. RUBBER MOLDING IS MISSING. 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING. 15. THRESHOLD IS LOOSE (NO SCREWS). 31: 4. FORMICA TRIM IS LOOSE ON COUNTERTOP. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING TRIM. 15. WINDOW SCREENS ARE MISSING. KITCHEN: 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 13. LARGE CRACK IN EAVES AT ENTRY.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>X</p>		<p>14: 4. WALL IS DAMAGED. 7. ONE LIGHT PANEL IS OUT. 15. DOOR CLOSER COVER IS MISSING. 2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 15. DOOR CLOSER COVER IS MISSING IN RR. 21: 4. RUBBER MOLDING IS MISSING. 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING. 15. THRESHOLD IS LOOSE (NO SCREWS). 30: 4. WATER DAMAGE TO COUNTERTOP. 11. PAINT IS PEELING ON EAVES. 15. WINDOW</p>

School Facility Conditions and Planned Improvements

			<p>SCREENS ARE MISSING. DOOR CLOSER COVER IS MISSING. 31: 4. FORMICA TRIM IS LOOSE ON COUNTERTOP. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING TRIM. 15. WINDOW SCREENS ARE MISSING. CAFETERIA: 7. ONE LIGHT DIFFUSER IS BROKEN. TWO LIGHT DIFFUSERS ARE MISSING (STAGE). 15. DOOR CLOSER COVER IS MISSING.</p>
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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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	37	N/A	46	N/A	47
Mathematics (grades 3-8 and 11)	N/A	29	N/A	25	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
All Students	328	321	97.87	2.13	37.38
Female	160	156	97.50	2.50	42.95
Male	168	165	98.21	1.79	32.12
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	316	309	97.78	2.22	37.54
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	140	136	97.14	2.86	22.79
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	43.75
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	304	297	97.70	2.30	38.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	27	23	85.19	14.81	8.70

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
All Students	328	321	97.87	2.13	28.97
Female	160	157	98.13	1.87	22.29
Male	168	164	97.62	2.38	35.37
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	316	309	97.78	2.22	29.13
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	140	137	97.86	2.14	18.25
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	37.50
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	304	297	97.70	2.30	27.61
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	27	22	81.48	18.52	9.09

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
Science (grades 5, 8 and high school)	NT	17.81	NT	19.58	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
All Students	74	73	98.65	1.35	17.81
Female	39	38	97.44	2.56	13.16
Male	35	35	100	0	22.86
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	71	70	98.59	1.41	17.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	36	36	100	0	11.11
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	70	98.59	1.41	18.57
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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	100%	100%	100%	100%	100%

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

Parent involvement and communication are essential to our student success. Wilson Elementary School continually strives to involve parents by sharing information that helps parents understand and support student learning and by providing opportunities for parent participation in school activities.

There are numerous and varied opportunities for parent involvement, including but not limited to, attending school functions, participating in parent-teacher conferences, volunteering in classrooms, and opportunities for parents to serve as chaperones on school field trips. Our School Site Council (SSC), which includes parent members, certificated members, and classified members approves our School Plan for Student Achievement annually which integrates categorical budget allocations and expenditures. Our English Learner Advisory Committee (ELAC) helps our SSC in making recommendations for our English Language Learners. Parents are also invited to participate in the Wilson Booster Club, which supports student activities. If you are interested in helping, please contact the school office. The contact phone number is (559) 595-7370.

Also, Wilson has participated in a series of parent workshops facilitated by the Parenting Partners' Workshop. Workshop topics include healthy families, organizational skills, preparing for college, literacy or financial aide for college, among other subjects. New workshop curriculum and topics are pending for the 2022-2023 school year.

If you would like more information about parent engagement activities please contact, Guadalupe Sotelo, Community Liaison at 559-595-7370.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	609	586	232	39.6
Female	291	280	110	39.3
Male	318	306	122	39.9
American Indian or Alaska Native	2	2	0	0.0
Asian	3	2	2	100.0
Black or African American	2	2	2	100.0
Filipino	2	2	1	50.0
Hispanic or Latino	585	566	221	39.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	15	12	6	50.0
English Learners	265	260	92	35.4
Foster Youth	4	4	2	50.0
Homeless	33	33	13	39.4
Socioeconomically Disadvantaged	546	526	211	40.1
Students Receiving Migrant Education Services	19	19	6	31.6
Students with Disabilities	53	52	28	53.8

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	0.60	2.25	2.45
Expulsions	0.00	0.16	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	0.00	0.66	0.04	3.13	0.20	3.17
Expulsions	0.00	0.00	0.00	0.33	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.66	0.00
Female	0.00	0.00
Male	1.26	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	0.51	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.67	0.00
English Learners	0.75	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.73	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.89	0.00

2022-23 School Safety Plan

Safety of students and staff is our primary concern at Wilson School, so that students can focus on learning. Our buildings and grounds are safe. The Warrior Staff understands that parents expect their children to be safe in our care and we take that responsibility seriously. Staff members monitor our campus before school, after school, and during recesses.

Our Positive Behavior Interventions and Supports (PBIS) framework is based on principles of applied behavior analysis and the prevention approach and values of positive behavior support.

Our school safety plan is annually updated with the input of parents, classified and certificated personnel, as well as input from Dinuba Police and Fire Departments. The safety plan is then approved by our School Site Council. The plan is also shared at a staff meeting with certificated and classified staff. Our current Comprehensive School Safety Plan was updated in January with input from the various members previously mentioned, then reviewed and approved at our SSC meeting in February of 2022, and final draft was shared with staff in March of 2022.

We routinely review playground safety rules with students, certificated, and classified staff. We hold routine fire drills, earthquake drills, and lock down drills regularly. We screen volunteers using our district volunteer policy. Once they have been cleared, they must sign in and out in the office, which has one point of entrance. All visitors must report to the office and sign in and out and are required to wear a visitors identification badge.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained. *g g g*

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
K	22	1	4	
1	29		3	
2	28		3	
3	26		3	
4	29		3	
5	31		3	
6	31		3	

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
K	19	1	3	
1	24		4	
2	29		3	
3	29		3	
4	25		3	
5	31		3	
6	30		3	

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
K	20	4		
1	23		3	
2	22		4	
3	28		3	
4	27		3	
5	24		3	
6	30		3	

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	560

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	
Resource Specialist (non-teaching)	
Other	5.5

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	\$5,667	\$176	\$5,491	\$82,902
District	N/A	N/A	\$3,980	\$83,819
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-18.3	

2021-22 Types of Services Funded

State and Federal funds, such as Title I and LCAP, are used to supplement and support core programs and instructional routines to increase student achievement. This is done through providing professional development for teachers and staff; funding positions such as Instructional Assistants, Behavior Interventionists, and library technicians to provide targeted support and intervention for students during the school day; purchasing supplemental materials and supplies; and providing additional academic supports for students. Additional academic supports provided are GATE modules as enrichment for students performing on or above grade level, as well as intra-day and after school interventions to support students performing below grade level standards in ELA or math. LCAP funding has enabled the school to employ reading intervention teachers to support students with strategic reading instruction during the school day.

Student body funds are raised annually through school fundraisers such as a school carnival, book fair, and/or product sales to support student activities such as, but not limited to, field trips, incentives, and rewards for reaching academic and behavior goals. The Wilson Booster Club has also raised funds for student activities, rewards and incentives, recreational supplies, and additional equipment to be used for instruction, as needed. *g g g g g g g g g g g g g g g*

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	\$52,441	\$52,478
Mid-Range Teacher Salary	\$76,298	\$80,810
Highest Teacher Salary	\$102,025	\$101,276
Average Principal Salary (Elementary)	\$122,534	\$127,080
Average Principal Salary (Middle)	\$128,661	\$134,264
Average Principal Salary (High)	\$148,941	\$147,200
Superintendent Salary	\$199,851	\$242,351
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

The Wilson staff participates in staff development to enhance implementation in areas, such as but not limited to: Common Core Standards integration training in English Language Arts and Math, English Language Development training, and technology integration training on a variety of platforms.

All teachers have been provided with learning opportunities to expand their knowledge of Common Core Standards and lesson delivery. Coaching was provided by school administration, professional consultants, district ELD, ELA, or Math coach, and on site Instructional Coach.

There were Common Core Standards Training in ELA and Math last year. These days are in addition to teachers being provided with release time for various staff development opportunities throughout the school year.

During the current year Teachers had 2 preservice days of training on the use of technology, SEL competencies, and newly adopted math curriculum. County Technology Coaches have been used throughout the year to continue to support our teachers. *g g*

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2