

Wilson Elementary School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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

2021-22 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/

2021-22 School Overview

Wilson Elementary School serves approximately 565 students in TK to Sixth grade in 2021-2022. 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	94
Grade 2	88
Grade 3	88
Grade 4	74
Grade 5	92
Grade 6	91
Total Enrollment	603

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	0.2
Black or African American	0.5
Filipino	0.3
Hispanic or Latino	97.7
White	1
English Learners	47.6
Foster Youth	0.3
Homeless	0.5
Socioeconomically Disadvantaged	85.1
Students with Disabilities	7.1

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

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

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)	21.0	91.3	235.3	86.4	228366.1	83.1
Intern Credential Holders Properly Assigned	2.0	8.7	11.0	4.0	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	6.9	2.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	8.8	3.2	12115.8	4.4
Unknown	0.0	0.0	10.2	3.8	18854.3	6.9
Total Teaching Positions	23.0	100.0	272.3	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
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

2021-22 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

8/2021

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 2021	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

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 daily 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, the office, and the 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

6/9/2021

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			CLASSROOM 4: 4. LARGE STAIN ON CARPET. Scheduled to be replaced summer 2022
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		2: 4. CEILING TILE BROKEN. Replaced 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. FAUCET HAS A LOW FLOW IN RR. 15. DOOR CLOSER COVER IS MISSING IN RR. Work orders submitted for door closer & faucet
Safety: Fire Safety, Hazardous Materials	X		15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL CONDUIT IS LOOSE FROM THE WALL. Corrected 11. PAINT IS PEELING ON THE DOOR. Wo submitted for paint 20: 5. UNSECURED ITEMS ARE STORED TOO HIGH. Corrected 11. PAINT IS PEELING ON DOOR FRAME. Work order submitted UNISEX REST ROOM (ADMIN): 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON THE DOOR.work order submitted
Structural: Structural Damage, Roofs	X		21: 6. ACTIVE WASPS NEST IN EAVES. 7. TWO LIGHT PANELS ARE OUT. Corrected 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING. Work orders submitted 15. THRESHOLD IS LOOSE (NO SCREWS). Corrected 29: 12. DRY ROT ON SIDING. Work order submitted
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		2: 4. CEILING TILE BROKEN. Replaced 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. FAUCET HAS A LOW FLOW IN RR. 15. DOOR CLOSER COVER IS MISSING IN RR. Work orders submitted for door closer & faucet 21: 6. ACTIVE WASPS NEST IN EAVES. 7. TWO LIGHT PANELS ARE OUT. Corrected 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING. Work orders submitted 15. THRESHOLD IS LOOSE (NO SCREWS). Corrected 30: 4. FORMICA TRIM IS LOOSE ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. Corrected 9. FAUCET IN REST ROOM HAS HIGH PRESSURE. 15. WINDOW SCREENS ARE MISSING. DOOR CLOSER COVER IS MISSING. Work orders submitted 31: 4. FORMICA TRIM IS LOOSE ON COUNTERTOP. 7. OUTLET COVER IS MISSING (SOUTH WALL). 12. DRY ROT ON SIDING TRIM. 15. WINDOW SCREENS ARE MISSING. Work orders submitted PARKING LOTS: 14. PARKING CURB IS BROKEN. Unable to locate this specific deficiency/area

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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	345	NT	NT	NT	NT
Female	172	NT	NT	NT	NT
Male	173	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	340	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	160	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	321	NT	NT	NT	NT
Students Receiving Migrant Education Services	23	NT	NT	NT	NT
Students with Disabilities	26	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	345	NT	NT	NT	NT
Female	172	NT	NT	NT	NT
Male	173	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	340	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	160	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	321	NT	NT	NT	NT
Students Receiving Migrant Education Services	23	NT	NT	NT	NT
Students with Disabilities	26	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Star Reading Student Groups	Star Reading Total Enrollment	Star Reading Number Tested	Star Reading Percent Tested	Star Reading Percent Not Tested	Star Reading Percent At or Above Grade Level
All Students	344	260	75.58	24.42	21.8
Female	172	132	76.75	23.26	23.84
Male	172	128	74.42	25.58	19.77
American Indian or Alaska Native	5	2	60	40	0

Asian	1	1	100	0	0
Black or African American	2	2	100	0	50
Filipino	0	0	100	0	0
Hispanic or Latino	332	250	75.3	24.7	21.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	4	4	100	0	50
English Learners	159	123	77.36	22.64	10.69
Foster Youth	1	1	100	0	0
Homeless	3	2	66.67	33.33	0
Military	2	1	50	50	0
Socioeconomically Disadvantaged	309	234	75.73	24.27	21.36
Students Receiving Migrant Education Services	23	13	56.52	43.48	17.39
Students with Disabilities	25	15	60	40	8

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Student Groups	Star Reading Total Enrollment	Star Reading Number Tested	Star Reading Percent Tested	Star Reading Percent Not Tested	Star Reading Percent At or Above Grade Level
All Students	344	330	95.93	4.07	40.12
Female	172	163	94.77	5.23	38.37
Male	172	167	97.09	2.91	41.86
American Indian or Alaska Native	5	5	100	0	60
Asian	5	5	100	0	60
Black or African American	2	2	100	0	50
Filipino	0	0	0	0	0
Hispanic or Latino	332	319	96.08	3.92	39.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	4	4	100	0	50
English Learners	159	155	97.48	2.52	31.45
Foster Youth	1	1	100	0	0
Homeless	3	2	66.67	33.33	0
Military	2	2	100	0	0
Socioeconomically Disadvantaged	309	296	95.79	4.21	40.13

Students Receiving Migrant Education Services	23	21	91.3	8.7	52.17
Students with Disabilities	25	19	76	24	24

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	92	NT	NT	NT	NT
Female	46	NT	NT		
Male	46	NT	NT		
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	91	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	37	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	87	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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.

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

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	630	623	154	24.7
Female	304	300	77	25.7
Male	326	323	77	23.8
American Indian or Alaska Native	2	2	0	0.0
Asian	1	1	0	0.0
Black or African American	3	3	2	66.7
Filipino	2	2	0	0.0
Hispanic or Latino	614	608	150	24.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	8	7	2	28.6
English Learners	300	296	74	25.0
Foster Youth	2	2	0	0.0
Homeless	6	6	5	83.3
Socioeconomically Disadvantaged	577	570	148	26.0
Students Receiving Migrant Education Services	36	36	8	22.2
Students with Disabilities	49	49	19	38.8

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.68	0.00	8.19	0.04	3.47	0.20
Expulsions	0.00	0.00	0.27	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 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

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

Safety of students and staff is a primary concern at Wilson School. 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 recess.

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. The safety plan is then approved by our School Site Council. The plan is shared at a staff meeting with certificated and classified staff. 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.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	21	1	4	
1	26		3	
2	25		3	
3	28		3	
4	27		3	
5	30		3	
6	31		2	

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	

2020-21 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	

2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	3.2

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$6,365	\$594	\$5,771	\$84,570
District	N/A	N/A	\$9,682	\$80,841
Percent Difference - School Site and District	N/A	N/A	-50.6	5.7
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-37.6	6.5

2020-21 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$51,413	\$51,029
Mid-Range Teacher Salary	\$74,802	\$78,583
Highest Teacher Salary	\$100,025	\$99,506
Average Principal Salary (Elementary)	\$120,132	\$124,576
Average Principal Salary (Middle)	\$126,138	\$131,395
Average Principal Salary (High)	\$146,021	\$144,697
Superintendent Salary	\$196,414	\$240,194
Percent of Budget for Teacher Salaries	32%	34%
Percent of Budget for Administrative Salaries	6%	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 for virtual office hours to continue to support our teachers.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Dinuba Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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/

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3509	498	14.19	85.81	61.54
Female	1696	258	15.21	84.79	64.84
Male	1813	240	13.24	86.76	57.98
American Indian or Alaska Native	20	0	--	100.00	--
Asian	38	4	10.53	89.47	--
Black or African American	15	2	13.33	86.67	--
Filipino	21	5	23.81	76.19	--
Hispanic or Latino	3277	463	14.13	85.87	60.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	135	24	17.78	82.22	75.00
English Learners	1153	98	8.50	91.50	28.13
Foster Youth	26	2	7.69	92.31	--
Homeless	40	6	15.00	85.00	--
Military	18	4	22.22	77.78	--
Socioeconomically Disadvantaged	3161	435	13.76	86.24	59.63
Students Receiving Migrant Education Services	152	9	5.92	94.08	--
Students with Disabilities	296	42	14.19	85.81	9.52

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3508	504	14.37	85.63	25.65
Female	1696	260	15.33	84.67	26.15
Male	1812	244	13.47	86.53	25.10
American Indian or Alaska Native	20	0	--	100.00	--
Asian	38	4	10.53	89.47	--
Black or African American	15	2	13.33	86.67	--
Filipino	21	5	23.81	76.19	--
Hispanic or Latino	3276	467	14.26	85.74	24.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	135	26	19.26		42.31
English Learners	1153	96	8.33	91.67	6.32
Foster Youth	26	2	7.69	92.31	--
Homeless	40	6	15.00	85.00	--
Military	18	4	22.22	77.78	--
Socioeconomically Disadvantaged	3160	441	13.96	86.04	23.64
Students Receiving Migrant Education Services	152	9	5.92	94.08	--
Students with Disabilities	296	42	14.19	85.81	2.38