



# Wilson Elementary School

305 E. Kamm Avenue • Dinuba, CA 93618 • (559) 595-7370 • Grades TK-6

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<https://www.dinuba.k12.ca.us/Wilson>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Dinuba Unified School District

1327 E. El Monte Way

Dinuba, CA 93618

(559)595-7200

<http://dusd.dinuba.k12.ca.us/>

#### District Governing Board

Bev Keel-Worrell

Miriam Cendejas

Mary Villarreal

Ron Froese

Sandra Kizirian

#### District Administration

Joe Hernandez, Ed.D.

**Superintendent**

Marti Kochevar

**Assistant Superintendent**

Peggy Garispe

**Chief Business Official**

Vicky Armstrong

**Chief Academic Officer**

#### **District Mission**

"Empowering each student to succeed in life."

#### **District Vision**

"End generational poverty through education."

### School Description

Wilson Elementary School serves approximately 609 students in prekindergarten to sixth grade in 2020-2021. 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 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 the SARC

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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	108
Grade 1	87
Grade 2	84
Grade 3	77
Grade 4	86
Grade 5	92
Grade 6	93
<b>Total Enrollment</b>	<b>627</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	0.2
Filipino	0.3
Hispanic or Latino	98.1
White	0.8
Socioeconomically Disadvantaged	88
English Learners	50.7
Students with Disabilities	7
Foster Youth	0.2

## 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

Teacher Credentials for Wilson Elementary	18-19	19-20	20-21
With Full Credential	27	26	26
Without Full Credential	2	4	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Dinuba Unified School	18-19	19-20	20-21
With Full Credential	♦	♦	271
Without Full Credential	♦	♦	25
Teaching Outside Subject Area of Competence	♦	♦	12

### Teacher Misassignments and Vacant Teacher Positions at Wilson Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

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.

#### Textbooks and Instructional Materials

Year and month in which data were collected: 8/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	All in good condition. Houghton Mifflin Journeys– Houghton Mifflin is the adopted English Language Arts Curriculum. Adopted in 2016. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	All in good condition. <i>Go Math</i> is the adopted Mathematics Curriculum. Adopted in 2014 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	All in good condition. TWIG - TWIG is the adopted Science Curriculum. Adopted in 2019 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

#### School Facility Conditions and Planned Improvements (Most Recent Year)

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.

#### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 6/4/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	16:00 1: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 7. LIGHT DIFFUSER HAS A WATER STAIN. 10: 4. CEILING TILES HAVE WATER STAINS. 7. OUTLET COVER IS BROKEN. 12: 4. CEILING TILE HAS A WATER STAIN. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 14: 4. CEILING TILE HAS A HOLE. HOLE/SOFT SPOT IN WALL. 7. ONE LIGHT PANEL IS OUT. OUTLET COVER IS BROKEN. 17: 4. CEILING TILES HAVE HOLES. 19: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>2: 4. CEILING TILE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. FAUCET HAS A LOW FLOW IN RR.</p> <p>30: 4. FORMICA TRIM IS LOOSE ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET IN REST ROOM HAS HIGH PRESSURE. 15. WINDOW SCREENS ARE MISSING.</p> <p>31: 4. FORMICA TRIM IS LOOSE ON COUNTERTOP. 7. OUTLET COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. 15. WINDOW SCREENS ARE MISSING.</p> <p>7: 4. PENCIL SHARPENER COVER IS MISSING.</p> <p>9: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</p> <p>ADMIN: 4. CEILING TILE HAS A WATER STAIN. 10. PLUG IN CANDLE WARMER. 12. HOLES IN SOUTH WALL AT BASE.</p> <p>BOYS REST ROOM (NEAR 29): 4. RUBBER MOLDING IS TORN. 9. ONE FAUCET HAS HIGH PRESSURE.</p> <p>CAFETERIA: 4. CEILING TILES HAVE WATER STAINS (STAGE) 7. ONE LIGHT DIFFUSER IS BROKEN. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>CLASSROOM 2: 4. CEILING TILE HAS A HOLE.</p> <p>CLASSROOM 4: 4. LARGE STAIN ON CARPET.</p> <p>CLASSROOM 6: 4. CEILING TILES HAVE WATER STAINS. 14. TRIP HAZARD ON WALKWAY.</p> <p>CONFERENCE ROOM: 4. CEILING TILE HAS A WATER STAIN.</p> <p>LIBRARY 1: 4. CEILING TILE IS BROKEN. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation</p>	<p>Good</p>	<p>11: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</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.</p> <p>2: 4. CEILING TILE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. FAUCET HAS A LOW FLOW IN RR.</p> <p>20: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR FRAME.</p> <p>9: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</p> <p>OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p><b>Electrical:</b> Electrical</p>	<p>Fair</p>	<p>1: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 7. LIGHT DIFFUSER HAS A WATER STAIN.  10: 4. CEILING TILES HAVE WATER STAINS. 7. OUTLET COVER IS BROKEN.  12: 4. CEILING TILE HAS A WATER STAIN. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE.  14: 4. CEILING TILE HAS A HOLE. HOLE/SOFT SPOT IN WALL. 7. ONE LIGHT PANEL IS OUT. OUTLET COVER IS BROKEN.  15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL CONDUIT IS LOOSE FROM THE WALL. 11. PAINT IS PEELING ON THE DOOR.  27: 7. ONE LIGHT PANEL IS OUT.  28: 7. TWO LIGHT PANELS ARE OUT. 10. PLUG IN AIR FRESHENER.  30: 4. FORMICA TRIM IS LOOSE ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET IN REST ROOM HAS HIGH PRESSURE. 15. WINDOW SCREENS ARE MISSING.  31: 4. FORMICA TRIM IS LOOSE ON COUNTERTOP. 7. OUTLET COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. 15. WINDOW SCREENS ARE MISSING.  9: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.  BOYS REST ROOM: 7. ELECTRICAL COVER IS MISSING IN CEILING. 9. TWO FAUCETS HAVE HIGH PRESSURE.  CAFETERIA: 4. CEILING TILES HAVE WATER STAINS (STAGE) 7. ONE LIGHT DIFFUSER IS BROKEN. MULTIPLE LIGHT BULBS ARE OUT.  LIBRARY 1: 4. CEILING TILE IS BROKEN. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE.  PE: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	<p>Fair</p>	<p>2: 4. CEILING TILE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. FAUCET HAS A LOW FLOW IN RR.  30: 4. FORMICA TRIM IS LOOSE ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET IN REST ROOM HAS HIGH PRESSURE. 15. WINDOW SCREENS ARE MISSING.  BOYS REST ROOM (NEAR 29): 4. RUBBER MOLDING IS TORN. 9. ONE FAUCET HAS HIGH PRESSURE.  BOYS REST ROOM: 7. ELECTRICAL COVER IS MISSING IN CEILING. 9. TWO FAUCETS HAVE HIGH PRESSURE.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>BOYS REST ROOM: 9. BASE OF EXTERIOR DRINKING FOUNTAIN IS BROKEN CREATING AN INJURY HAZARD.</p> <p>CLASSROOM 5: 9. FAUCET HAS A LOW FLOW.</p> <p>GIRLS REST ROOM (NEAR 29): 9. ONE FAUCET HAS HIGH PRESSURE.</p> <p>GIRLS REST ROOM: 9. TWO FAUCETS HAVE HIGH PRESSURE.</p> <p>GIRLS REST ROOM: 9. TWO FAUCETS HAVE HIGH PRESSURE. 11. PAINT IS PEELING ON THE INTERIOR WALL.</p> <p>UNISEX REST ROOM (ADMIN): 9. FAUCET HAS A LOW FLOW.</p> <p>UNISEX REST ROOM (ADMIN): 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON THE DOOR.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	<p>Good</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.</p> <p>20: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR FRAME.</p> <p>21: 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING. 15. THRESHOLD IS LOOSE (NO SCREWS).</p> <p>28: 7. TWO LIGHT PANELS ARE OUT. 10. PLUG IN AIR FRESHENER.</p> <p>31: 4. FORMICA TRIM IS LOOSE ON COUNTERTOP. 7. OUTLET COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. 15. WINDOW SCREENS ARE MISSING.</p> <p>ADMIN: 4. CEILING TILE HAS A WATER STAIN. 10. PLUG IN CANDLE WARMER. 12. HOLES IN SOUTH WALL AT BASE.</p> <p>CR/ MAINTENANCE ROOM: 10. IMPROPERLY STORED FLAMMABLE MATERIALS.</p> <p>GIRLS REST ROOM: 9. TWO FAUCETS HAVE HIGH PRESSURE. 11. PAINT IS PEELING ON THE INTERIOR WALL.</p> <p>NURSE: 11. PAINT IS PEELING ON THE DOOR FRAME.</p> <p>UNISEX REST ROOM (ADMIN): 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON THE DOOR.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	<p>Good</p>	<p>21: 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING. 15. THRESHOLD IS LOOSE (NO SCREWS).</p> <p>29: 12. DRY ROT ON SIDING.</p> <p>ADMIN: 4. CEILING TILE HAS A WATER STAIN. 10. PLUG IN CANDLE WARMER. 12. HOLES IN SOUTH WALL AT BASE.</p>
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>Good</p>	<p>16:00</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>21: 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING. 15. THRESHOLD IS LOOSE (NO SCREWS).</p> <p>30: 4. FORMICA TRIM IS LOOSE ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET IN REST ROOM HAS HIGH PRESSURE. 15. WINDOW SCREENS ARE MISSING.</p> <p>31: 4. FORMICA TRIM IS LOOSE ON COUNTERTOP. 7. OUTLET COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. 15. WINDOW SCREENS ARE MISSING.</p> <p>CLASSROOM 6: 4. CEILING TILES HAVE WATER STAINS. 14. TRIP HAZARD ON WALKWAY.</p> <p>PARKING LOTS: 14. PARKING CURB IS BROKEN.</p>
<b>Overall Rating</b>	<b>Fair</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	41	N/A	45	N/A	50	N/A
Math	46	N/A	34	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	17	N/A	16	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.



**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2020-21)

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 chaperons 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 students learning English. 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 this 2020-2021 school year. 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.

**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.

**School Safety Plan (School Year 2020-2021)**

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 fire and earthquake, and lock down drills regularly. We screen volunteers through our district volunteer policy. Once they have been cleared, they must sign in and out in the office. All visitors must report to the office and sign in and out and are required to wear a visitors identification badges.

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.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.5	2.7	3.7	8.2	3.5	3.5
Expulsions	0.0	0.0	0.2	0.3	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.6	2.3	
Expulsions	0.0	0.2	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**D. Other SARC Information**

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

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	0

\*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.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Other	3.5

\*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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
K	20	3	2		21	1	4		22	1	4	
1	20	4			26		3		29		3	
2	29		3		25		3		28		3	
3	28		3		28		3		26		3	
4	31		3		27		3		29		3	
5	31		2		30		3		31		3	
6	30		3		31		2		31		3	
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

During the past school year, the Wilson staff participated in staff development that included, Common Core Standards integration training in English Language Arts and Math, English Language Development training, and technology integration training on a variety of platforms to be used for Distance Learning.

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 technologies for Distance learning. County Technology Coaches have been used throughout the year for virtual office hours to continue to support our teachers with the challenges of Distance Learning.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,405	\$49,782
Mid-Range Teacher Salary	\$73,335	\$76,851
Highest Teacher Salary	\$98,064	\$97,722
Average Principal Salary (ES)	\$117,776	\$121,304
Average Principal Salary (MS)	\$123,665	\$128,629
Average Principal Salary (HS)	\$143,158	\$141,235
Superintendent Salary	\$190,693	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	33.0
Administrative Salaries	5.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,365	\$594	\$5,771	\$84,570
District	N/A	N/A	\$9,682	\$79,857
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-50.6	5.7
School Site/ State	-29.3	6.5

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

**Types of Services Funded**

Title I and LCAP funds are used to fund the use of Instructional Assistants to provide targeted intervention to students during the school day. In addition, several of our credentialed teachers provided extended day programs to further prepare students for proficiency in ELA and Math. LCAP funding has enabled the school to employ reading intervention teachers.

**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.