



# Wilson Elementary School

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

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

## 2018-19 School Accountability Report Card Published During the 2019-20 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 629 students in prekindergarten to sixth grade in 2019-2020. 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, 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 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.

### 2018-19 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 107                |
| Grade 1                 | 79                 |
| Grade 2                 | 76                 |
| Grade 3                 | 83                 |
| Grade 4                 | 82                 |
| Grade 5                 | 89                 |
| Grade 6                 | 62                 |
| <b>Total Enrollment</b> | <b>578</b>         |

### 2018-19 Student Enrollment by Group

| Group                            | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| American Indian or Alaska Native | 0.3                         |
| Filipino                         | 0.3                         |
| Hispanic or Latino               | 98.4                        |
| White                            | 0.9                         |
| Socioeconomically Disadvantaged  | 88.4                        |
| English Learners                 | 54.3                        |
| Students with Disabilities       | 6.9                         |
| Foster Youth                     | 0.3                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

| Teacher Credentials for Wilson Elementary School | 17-18 | 18-19 | 19-20 |
|--|-------|-------|-------|
| With Full Credential                             | 28    | 27    | 26    |
| Without Full Credential                          | 1     | 2     | 4     |
| Teaching Outside Subject Area of Competence      | 0     | 0     | 0     |

| Teacher Credentials for Dinuba Unified School District | 17-18 | 18-19 | 19-20 |
|--|-------|-------|-------|
| With Full Credential                                   | ♦     | ♦     | 283   |
| Without Full Credential                                | ♦     | ♦     | 27    |
| Teaching Outside Subject Area of Competence            | ♦     | ♦     | 8     |

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

| Indicator                     | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners  | 0     | 0     |       |
| Total Teacher Misassignments* | 0     | 0     |       |
| Vacant Teacher Positions      | 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 2019-20)

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: 10/2019

| 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<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0                              |
| Mathematics            | All in good condition. <i>Go Math</i> is the adopted Mathematics Curriculum. Adopted in 2014<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0   |
| Science                | All in good condition. TWIG - TWIG is the adopted Science Curriculum. Adopted in 2019<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0  |
| History-Social Science | All in good condition. History Social Science - Pearson/Scott Foresman is the adopted Social Science Curriculum for k-5 and Holt is for Grade 6. Adopted in 2006<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 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.

This summer, Wilson Elementary had a new gate installed by the front office to ensure student safety at all times during school hours. 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 system will also be updated to ensure efficient service to staff, students and local police station.

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

Year and month in which data were collected: 6/23/2019

| System Inspected                                     | Repair Status | Repair Needed and Action Taken or Planned   |
|--|---------------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer | Good          |   |
| <b>Interior:</b><br>Interior Surfaces                | Poor          | 1: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 7. LIGHT DIFFUSER HAS A WATER STAIN.<br>10: 4. CEILING TILE HAS A WATER STAIN. 7. OUTLET COVER IS BROKEN.<br>14: 4. CEILING TILE HAS A HOLE. 7. TWO LIGHT PANELS ARE OUT. OUTLET COVER IS BROKEN.<br>16: 4. CEILING TILES HAVE HOLES. 9. DRINKING FOUNTAIN HAS NO FLOW. 10. TWO PLUG IN AIR FRESHENERS.<br>17: 4. CEILING TILE HAS A HOLE. |

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned  |
|--|---------------|--|
|  |               | <p>19: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 7. LIGHT DIFFUSER HAS A WATER STAIN.</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>21: 4. RUBBER MOLDING IS MISSING. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING.</p> <p>30: 4. FORMICA TRIM IS LOOSE ON COUNTERTOP. 7. ONE LIGHT PANEL IS 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. 15. WINDOW SCREENS ARE MISSING.</p> <p>7: 4. CEILING TILE HAS A WATER STAIN.</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.</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>PE: 4. CEILING TILE HAS A WATER STAIN. 12. LARGE CRACKS/HOLES WHERE WALKWAY EAVES MEET.</p> |
| <p><b>Cleanliness:</b><br/>Overall Cleanliness, Pest/ Vermin Infestation</p> | <p>Good</p>   | <p>11: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</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</p>   |

| System Inspected                   | Repair Status | Repair Needed and Action Taken or Planned   |
|------------------------------------|---------------|---|
|                                    |               | <p>HIGH. 9. FAUCET HAS A LOW FLOW. FAUCET HAS A LOW FLOW IN RR.<br/> 20: 5. UNSECURED ITEMS ARE STORED TOO HIGH.<br/> 4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. PLUG IN CANDLE WARMER.<br/> 9: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.<br/> OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>  |
| <p>Electrical:<br/> Electrical</p> | <p>Poor</p>   | <p>1: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 7. LIGHT DIFFUSER HAS A WATER STAIN.<br/> 10: 4. CEILING TILE HAS A WATER STAIN. 7. OUTLET COVER IS BROKEN.<br/> 11: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.<br/> 12: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE.<br/> 14: 4. CEILING TILE HAS A HOLE. 7. TWO LIGHT PANELS ARE OUT. OUTLET COVER IS BROKEN.<br/> 15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL CONDUIT IS LOOSE FROM THE WALL. 11. PAINT IS PEELING ON THE DOOR.<br/> 19: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 7. LIGHT DIFFUSER HAS A WATER STAIN.<br/> 21: 4. RUBBER MOLDING IS MISSING. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING.<br/> 28: 7. ONE LIGHT PANEL IS OUT.<br/> 30: 4. FORMICA TRIM IS LOOSE ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET IN REST ROOM HAS HIGH PRESSURE. 15. WINDOW SCREENS ARE MISSING.<br/> 31: 4. FORMICA TRIM IS LOOSE ON COUNTERTOP. 7. OUTLET COVER IS MISSING. 15. WINDOW SCREENS ARE MISSING.<br/> 4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. PLUG IN CANDLE WARMER.<br/> 9: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.<br/> BOYS REST ROOM: 7. ELECTRICAL COVER IS MISSING IN CEILING. 9. TWO FAUCETS HAVE HIGH PRESSURE.<br/> CAFETERIA: 4. CEILING TILES HAVE WATER STAINS (STAGE) 7. ONE LIGHT DIFFUSER IS BROKEN. MULTIPLE LIGHT BULBS ARE OUT.<br/> LIBRARY 1: 4. CEILING TILE IS BROKEN. 7. EXTENSION CORD AND SURGE</p> |

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned   |
|--|---------------|---|
|  |               | <p>PROTECTOR ARE DAISY CHAINED.<br/>ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE.</p>   |
| <p><b>Restrooms/Fountains:</b><br/>Restrooms, Sinks/ Fountains</p> | <p>Fair</p>   | <p>16: 4. CEILING TILES HAVE HOLES. 9. DRINKING FOUNTAIN HAS NO FLOW. 10. TWO PLUG IN AIR FRESHENERS.<br/>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. 9. FAUCET IN REST ROOM HAS HIGH PRESSURE. 15. WINDOW SCREENS ARE MISSING.<br/>BOYS REST ROOM (NEAR 29): 4. RUBBER MOLDING IS TORN. 9. ONE FAUCET HAS HIGH PRESSURE.<br/>BOYS REST ROOM: 7. ELECTRICAL COVER IS MISSING IN CEILING. 9. TWO FAUCETS HAVE HIGH PRESSURE.<br/>BOYS REST ROOM: 9. ONE FAUCET LEAKS AT HANDLE. ONE FAUCET HAS NO FLOW. BASE OF EXTERIOR DRINKING FOUNTAIN IS BROKEN CREATING AN INJURY HAZARD.<br/>CLASSROOM 5: 9. FAUCET HAS A LOW FLOW.<br/>GIRLS REST ROOM (NEAR 29): 9. ONE FAUCET HAS HIGH PRESSURE.<br/>GIRLS REST ROOM: 9. TWO FAUCETS HAVE HIGH PRESSURE.<br/>GIRLS REST ROOM: 9. TWO FAUCETS HAVE HIGH PRESSURE. 11. PAINT IS PEELING ON THE INTERIOR WALL.<br/>UNISEX REST ROOM (ADMIN): 9. FAUCET HAS A LOW FLOW.<br/>UNISEX REST ROOM (ADMIN): 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON THE DOOR.</p> |
| <p><b>Safety:</b><br/>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.<br/>16: 4. CEILING TILES HAVE HOLES. 9. DRINKING FOUNTAIN HAS NO FLOW. 10. TWO PLUG IN AIR FRESHENERS.<br/>21: 4. RUBBER MOLDING IS MISSING. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING.<br/>4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. PLUG IN CANDLE WARMER.<br/>ADMIN: 4. CEILING TILE HAS A WATER STAIN. 10. PLUG IN CANDLE WARMER. 12. HOLES IN SOUTH WALL AT BASE.<br/>CR/ MAINTENANCE ROOM: 10. IMPROPERLY STORED FLAMMABLE MATERIALS.</p>  |

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned  |
|--|---------------|--|
|  |               | GIRLS REST ROOM: 9. TWO FAUCETS HAVE HIGH PRESSURE. 11. PAINT IS PEELING ON THE INTERIOR WALL.<br>L.D.: 10. PLUG IN CANDLE WARMER.<br>NURSE: 11. PAINT IS PEELING ON THE DOOR FRAME.<br>PRINCIPAL: 10. PLUG IN AIR FRESHENER.<br>UNISEX REST ROOM (ADMIN): 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON THE DOOR.   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good          | 21: 4. RUBBER MOLDING IS MISSING. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING.<br>29: 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY.<br>ADMIN: 4. CEILING TILE HAS A WATER STAIN. 10. PLUG IN CANDLE WARMER. 12. HOLES IN SOUTH WALL AT BASE.<br>PE: 4. CEILING TILE HAS A WATER STAIN. 12. LARGE CRACKS/HOLES WHERE WALKWAY EAVES MEET. |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good          | 29: 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY.<br>30: 4. FORMICA TRIM IS LOOSE ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET IN REST ROOM HAS HIGH PRESSURE. 15. WINDOW SCREENS ARE MISSING.<br>31: 4. FORMICA TRIM IS LOOSE ON COUNTERTOP. 7. OUTLET COVER IS MISSING. 15. WINDOW SCREENS ARE MISSING.  |
| <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 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA     | 30           | 41           | 43             | 45             | 50          | 50          |
| Math    | 35           | 46           | 31             | 34             | 38          | 39          |

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.

### School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 330              | 326           | 98.79          | 40.80                   |
| Male  | 163              | 160           | 98.16          | 40.00                   |
| Female  | 167              | 166           | 99.40          | 41.57                   |
| Hispanic or Latino                            | 327              | 323           | 98.78          | 40.87                   |
| White   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 299              | 297           | 99.33          | 39.06                   |
| English Learners                              | 196              | 193           | 98.47          | 33.68                   |
| Students with Disabilities                    | 21               | 18            | 85.71          | 0.00                    |
| Students Receiving Migrant Education Services | 27               | 27            | 100.00         | 37.04                   |
| Foster Youth                                  | --               | --            | --             | --                      |

Note: 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.

Note: 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

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

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A          | N/A          | N/A            | N/A            | N/A         | N/A         |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5           | 8.9    | 14.4   | 24.4   |

Note: 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.



Note: 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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 330              | 325           | 98.48          | 45.85                   |
| Male  | 163              | 160           | 98.16          | 44.38                   |
| Female  | 167              | 165           | 98.80          | 47.27                   |
| Hispanic or Latino                            | 327              | 322           | 98.47          | 45.96                   |
| White   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 299              | 296           | 99.00          | 44.93                   |
| English Learners                              | 196              | 192           | 97.96          | 42.71                   |
| Students with Disabilities                    | 21               | 18            | 85.71          | 0.00                    |
| Students Receiving Migrant Education Services | 27               | 26            | 96.30          | 46.15                   |
| Foster Youth                                  | --               | --            | --             | --                      |

Note: 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.

Note: 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.

Note: 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.

**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 2019-20)**

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 2019-2020 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**

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. The integration of our Character Counts lessons which promote six ethical values via the pillars of Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship focus on teaching students to do the RIGHT thing.

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 for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                          | 2.7     | 3.5     | 2.7     |
| Expulsions Rate                           | 0.0     | 0.0     | 0.0     |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                            | 3.6     | 3.7     | 8.2     |
| Expulsions Rate                             | 0.3     | 0.2     | 0.3     |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate                         | 3.6     | 3.5     | 3.5     |
| Expulsions Rate                          | 0.1     | 0.1     | 0.1     |

#### 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 Academic Counselors to Pupils (School Year 2018-19)

| 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 2018-19)

| Title   | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) |                                      |
| Library Media Teacher (Librarian)                   |                                      |
| Library Media Services Staff (Paraprofessional)     |                                      |
| Psychologist  |                                      |
| Social Worker                                       |                                      |
| Nurse   |                                      |
| Speech/Language/Hearing Specialist                  |                                      |
| Resource Specialist (non-teaching)                  |                                      |
| Other   |                                      |

\* 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 | 2016-17            | 2016-17                 | 2016-17                  | 2016-17                | 2017-18            | 2017-18                 | 2017-18                  | 2017-18                | 2018-19            | 2018-19                 | 2018-19                  | 2018-19                |
|-------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|
|             | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K           | 22                 |                         | 5                        |                        | 20                 | 3                       | 2                        |                        | 21                 | 1                       | 4                        |                        |
| 1           | 25                 |                         | 4                        |                        | 20                 | 4                       |                          |                        | 26                 |                         | 3                        |                        |
| 2           | 28                 |                         | 3                        |                        | 29                 |                         | 3                        |                        | 25                 |                         | 3                        |                        |
| 3           | 29                 |                         | 3                        |                        | 28                 |                         | 3                        |                        | 28                 |                         | 3                        |                        |
| 4           | 31                 |                         | 2                        |                        | 31                 |                         | 3                        |                        | 27                 |                         | 3                        |                        |
| 5           | 27                 |                         | 3                        |                        | 31                 |                         | 2                        |                        | 30                 |                         | 3                        |                        |
| 6           | 27                 |                         | 3                        |                        | 30                 |                         | 3                        |                        | 31                 |                         | 2                        |                        |
| 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 provided for Teachers

| Measure   | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| 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.

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.

### FY 2017-18 Teacher and Administrative Salaries

| Category                      | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary      | \$49,417        | \$49,084                                     |
| Mid-Range Teacher Salary      | \$71,897        | \$76,091                                     |
| Highest Teacher Salary        | \$96,141        | \$95,728                                     |
| Average Principal Salary (ES) | \$115,466       | \$118,990                                    |
| Average Principal Salary (MS) | \$121,240       | \$125,674                                    |
| Average Principal Salary (HS) | \$140,350       | \$137,589                                    |
| Superintendent Salary         | \$179,747       | \$230,096                                    |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries           | 36%             | 35%  |
| Administrative Salaries    | 6%              | 6%   |

\* 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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level       | Total   | Restricted | Unrestricted | Average Teacher Salary |
|-------------|---------|------------|--------------|------------------------|
| School Site | \$6,251 | \$533      | \$5,718      | \$84,570               |
| District    | N/A     | N/A        | \$9,266      | \$77,881.00            |
| State       | N/A     | N/A        | \$7,506.64   | \$78,059.00            |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -47.4        | 3.6                    |
| School Site/ State   | -75.5        | 1.7                    |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded**

In addition to general state funding, the school received state and federal categorical funding for special programs. For the 2018-2019 school year, the school received federal and state aide for the following categorical, special education, and support programs.

Federal Programs and State Programs: Title I, Title II, LCAP, and Lottery

**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).

**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.