Wilson Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 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	Adrian Gutierrez
Email Address	adrian.gutierrez@dinuba.k12.ca.us
School Website	wilson.dinuba.k12.ca.us
Grade Span	K-6
County-District-School (CDS) Code	54-75531-6054001

2025-26 District Contact Information

District Name	Dinuba Unified School District
Phone Number	(559) 595-7200
Superintendent	Marti Kochevar
Email Address	mkochevar@dinuba.k12.ca.us
District Website	dinuba.k12.ca.us

2025-26 School Description and Mission Statement

Wilson Elementary School serves approximately 574 students in TK to Sixth grade in 2025-2026. 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

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	38
Kindergarten	63
Grade 1	70
Grade 2	71
Grade 3	93
Grade 4	75
Grade 5	75
Grade 6	87
Total Enrollment	572

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
American Indian or Alaska Native	0.6
Asian	0.4
Black or African American	0.4
Filipino	0.4
Hispanic or Latino	96
White	2.4
English Learners	30.3
Foster Youth	0.4
Homeless	1.7
Migrant	1.8
Socioeconomically Disadvantaged	84.4
Students with Disabilities	9

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23	100	225	80.95	234405.2	84
Intern Credential Holders Properly Assigned	0	0	13.1	4.71	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.1	1.5	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.1	5.08	11953.1	4.28
Unknown/Incomplete/NA	0	0	21.5	7.76	15831.9	5.67
Total Teaching Positions	23	100	277.9	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 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)	23	100	227	81.84	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	11.6	4.21	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	5.9	2.15	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	15.4	5.58	11746.9	4.23
Unknown/Incomplete/NA	0	0	17.2	6.21	14303.8	5.15
Total Teaching Positions	23	100	277.4	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 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)	23	100	227.7	82.45	230039.4	100
Intern Credential Holders Properly Assigned	0	0	11.5	4.17	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	4.4	1.61	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	16.8	6.1	12112.8	4.34
Unknown/Incomplete/NA	0	0	15.6	5.66	13705.8	4.91
Total Teaching Positions	23	100	276.1	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 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	8/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All in good condition. Houghton Mifflin Harcourt "Into Reading" - HMH is the adopted English Language Arts Curriculum. Adopted in 2023.	0
Mathematics	All in new condition. Illustrative Mathematics-IM is the adopted Mathematics Curriculum. Adopted in 2021	0
Science	All in good condition. TWIG - TWIG is the adopted Science Curriculum. Adopted in 2019	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	0
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

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

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report	7/18/2024

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		26: carpet tiles need to be replaced 27: carpet tiles need to be replaced 28: carpet tiles need to be replaced 7: needs painting over green/blue 9: needs painting over green/blue
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			LIBRARY: need a floor cord protector
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			4: non flame retardant curtains being used, paper décor all the way to the ceiling, baseboard falling off around entire room (work order submitted) 5: paper décor up to the ceiling PE: electrical panel blocked, needs painting on walls, ceiling tiles stained (work order submitted) STAFF RESTROOM (NORTH): paint peeling on the door, vent is very loud (work order submitted) STAFF RESTROOM (SOUTH): paint peeling on the door (work order submitted)
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	47	49	47	50	47	48
Mathematics (grades 3-8 and 11)	42	39	29	31	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	314	288	91.72	8.28	49.31
Female	142	131	92.25	7.75	55.73
Male	172	157	91.28	8.72	43.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	302	280	92.72	7.28	49.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	108	95	87.96	12.04	24.21
Foster Youth	--	--	--	--	--
Homeless	13	11	84.62	15.38	27.27
Military	0	0	0	0	0
Socioeconomically Disadvantaged	289	264	91.35	8.65	50.38
Students Receiving Migrant Education Services	12	9	75.00	25.00	--
Students with Disabilities	30	20	66.67	33.33	10.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	314	292	92.99	7.01	39.04
Female	142	131	92.25	7.75	40.46
Male	172	161	93.60	6.40	37.89
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	302	284	94.04	5.96	38.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	108	99	91.67	8.33	23.23
Foster Youth	--	--	--	--	--
Homeless	13	12	92.31	7.69	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	289	267	92.39	7.61	38.58
Students Receiving Migrant Education Services	12	10	83.33	16.67	--
Students with Disabilities	30	20	66.67	33.33	5.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	25	17.95	17.17	17.58	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	84	78	92.86	7.14	17.95
Female	43	38	88.37	11.63	15.79
Male	41	40	97.56	2.44	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	81	77	95.06	4.94	18.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	26	25	96.15	3.85	4.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	72	92.31	7.69	18.06
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parent involvement and communication are essential to student success. At Wilson Elementary School, we are committed to keeping families informed and engaged by sharing information that supports learning at home and by offering meaningful opportunities for parents to participate in school life.

Families can take part in a variety of involvement opportunities, including attending school events, participating in parent-teacher conferences, volunteering in classrooms, and serving as chaperones on field trips. Our School Site Council (SSC), which includes parents, certificated and classified staff, reviews and approves the Single Plan for Student Achievement each year to ensure school goals and resources support student learning. Our English Learner Advisory Committee (ELAC) also provides important recommendations to the SSC regarding programs and services for English Learners. In addition, families are invited to attend Coffee with the Counselor, an informal monthly meeting where parents can learn about helpful resources and discuss ways to support students' academic and social-emotional growth. Parents may further engage through Wilson Information Sessions, which provide strategies for supporting their child's school experience.

Wilson continues to host a variety of parent and community events, such as workshops on healthy families, organizational skills, preparing for middle school, and literacy development. New topics are being planned for the 2025–2026 school year to meet the needs of our school community.

For more information about parent engagement opportunities, please contact Guadalupe Sotelo, Community Liaison, at (559) 595-7370. Families interested in becoming more involved are also welcome to reach out to the school office.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	611	596	138	23.2
Female	303	294	69	23.5
Male	308	302	69	22.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	578	566	127	22.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	22	19	6	31.6
English Learners	211	204	24	11.8
Foster Youth	--	--	--	--
Homeless	26	26	15	57.7
Socioeconomically Disadvantaged	572	557	130	23.3
Students Receiving Migrant Education Services	24	23	4	17.4
Students with Disabilities	60	57	21	36.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.84	0.17	1.15	3.37	3.3	2.16	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.19	0.15	0.27	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.15	0.00
Female	0.66	0.00
Male	1.62	0.00
Non-Binary	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	1.21	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	1.90	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.05	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

At Wilson Elementary School, the safety of our students and staff is our highest priority. When students feel safe and secure, they are able to learn, grow, and thrive. Our campus facilities are well maintained, and our Warrior Staff is dedicated to providing a safe environment. We take the responsibility of caring for students seriously, and staff members actively supervise the campus before school, after school, and during all recess periods.

Wilson follows the Positive Behavior Interventions and Supports (PBIS) framework, which promotes positive choices, clear expectations, and a welcoming school climate. This approach helps students understand appropriate behavior and supports a safe and predictable learning environment.

Our School Safety Plan is updated every year with input from parents, certificated and classified staff, and the Dinuba Police and Fire Departments. After revisions are made, the plan is presented to and approved by our School Site Council (SSC). The latest Comprehensive School Safety Plan was updated in December, approved by SSC in February 2025, and shared with all staff in March 2025.

To ensure everyone knows what to do in an emergency, we routinely review safety procedures with students and staff. Throughout the year, we conduct regular fire drills, earthquake drills, Shelter in Place drills, and Lockdown drills. Playground safety rules are also revisited often to keep students safe during play.

Strict procedures are followed for all visitors and volunteers. Volunteers must sign in and out through the main office, which is our single point of entry. All visitors are required to follow the same process and wear a visible identification badge while on campus.

Wilson's disaster preparedness plan outlines the steps we take to protect students and staff during any emergency situation. With regular drills and ongoing staff training, we work together to ensure Wilson Elementary remains a safe and supportive place for every student.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	0	4	0
1	21	0	3	0
2	24	0	3	0
3	22	0	4	0
4	26	0	3	0
5	27	0	3	0
6	26	0	3	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	2	0
1	21	2	2	0
2	23	0	3	0
3	23	0	3	0
4	28	0	3	0
5	26	0	3	0
6	27	0	3	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	2	
1	21		3	
2	21	1	3	
3	23		3	
4	23		3	
5	27		3	
6	27		3	

2024-25 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	552

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,491	$890	$7,601	$ 103,716
District	N/A	N/A	$ 13,443	$99,885
Percent Difference - School Site and District	N/A	N/A	12.4	-200.0
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-37.8	-200.0

Fiscal Year 2024-25 Types of Services Funded

Wilson Elementary utilizes State and Federal funding, including Title I and LCAP resources, to strengthen core instruction and improve student achievement. These funds allow the school to offer high-quality professional development for teachers and staff, support key positions such as Instructional Assistants, Behavior Interventionists, and Library Technicians, and provide targeted academic intervention during the school day. Funding is also used to purchase supplemental materials and supplies that enhance classroom instruction.

Additional academic support is provided through GATE enrichment modules for students performing at or above grade level, as well as intra-day and after-school intervention programs for students needing extra assistance in English Language Arts or Math. LCAP funding also allows the school to employ reading intervention teachers who deliver strategic, small-group reading instruction to students who need focused support.

The school's student body fund is generated each year through events such as the school carnival, book fair, and product sales. These funds help support a variety of student activities, including field trips, incentives, and rewards for meeting

Fiscal Year 2024-25 Types of Services Funded

academic and behavior goals.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$64,153	$62,145
Mid-Range Teacher Salary	$93,336	$97,088
Highest Teacher Salary	$124,810	$120,436
Average Principal Salary (Elementary)	$149,900	$151,343
Average Principal Salary (Middle)	$157,395	$159,514
Average Principal Salary (High)	$182,204	$177,261
Superintendent Salary	$236,500	$294,805
Percent of Budget for Teacher Salaries	27.18%	29.95%
Percent of Budget for Administrative Salaries	5.14%	5.4%

Professional Development

Wilson staff participates in ongoing professional learning to strengthen classroom instruction and support the overall well-being of our students. Professional development includes training in Common Core Standards for English Language Arts and Math, English Language Development (ELD), technology integration, Positive Behavior Interventions and Supports (PBIS), and the implementation of our Social-Emotional Learning (SEL) curriculum.

Teachers continue to expand their knowledge of state standards and effective instructional practices. Staff also receive training designed to promote a positive and supportive school climate through PBIS, as well as guidance on how to build students' social-emotional skills using our SEL programs. Ongoing coaching is provided by school administration, professional consultants, district ELD/ELA/Math coaches, and the on-site Instructional Coach.

Last year, staff participated in dedicated Common Core training in both ELA and Math. These learning opportunities were offered in addition to the release time teachers receive throughout the school year to engage in meaningful professional development.

During the current year, teachers had two preservice days of training on the use of technology, SEL competencies, and newly adopted ELA curriculum. County technology coaches have been used throughout the year to continue to support our teachers.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2