Wilson Elementary School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Wilson Elementary School serves approximately 560 students in TK to Sixth grade in 2023-2024. Our teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school holds high expectations for the academic and social development of all students. Curriculum planning, staff development and assessment activities are focused on assisting students in mastering the state academic content standards, as well as increasing the overall student achievement of all subgroups. Positive Behavior Intervention Supports are implemented and reinforced on a daily basis for students to feel emotionally and socially safe.

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

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	102
Grade 1	63
Grade 2	71
Grade 3	89
Grade 4	79
Grade 5	80
Grade 6	77
Total Enrollment	561

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9%
Male	53.1%
American Indian or Alaska Native	0.7%
Asian	0.4%
Black or African American	0.2%
Filipino	0.4%
Hispanic or Latino	96.3%
Native Hawaiian or Pacific Islander	0.4%
White	1.8%
English Learners	40.8%
Foster Youth	0.4%
Homeless	3.6%
Migrant	2.5%
Socioeconomically Disadvantaged	84.1%
Students with Disabilities	8.4%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	91.30	235.30	86.41	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	8.70	11.00	4.04	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.90	2.54	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	8.80	3.24	12115.80	4.41
Unknown	0.00	0.00	10.20	3.76	18854.30	6.86
Total Teaching Positions	23.00	100.00	272.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.00	100.00	225.00	80.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	13.10	4.71	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.10	1.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.10	5.08	11953.10	4.28
Unknown	0.00	0.00	21.50	7.76	15831.90	5.67
Total Teaching Positions	23.00	100.00	277.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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)	8.6	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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	8/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	All in good condition. Houghton Mifflin Harcourt "Into Reading" - HMH is the adopted English Language Arts Curriculum. Adopted in 2023.	Yes	0
Mathematics	All in new condition. Illustrative Mathematics-IM is the adopted Mathematics Curriculum. Adopted in 2021	Yes	0
Science	All in good condition. TWIG - TWIG is the adopted Science Curriculum. Adopted in 2019	Yes	0
History-Social Science	All in good condition. History Social Science - Studies Weekly is the adopted Social Science Curriculum for K-6. Adopted in 2020	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

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

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

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

Year and month of the most recent FIT report	10/5/2023

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			27: needs new door closer (w/o#21913) missing window screen, carpet very worn 28: door handle is loose(w/o#21910), ceiling tiles need to be replaced (w/o#21911), carpet very worn, light bulbs need to be replaced (w/o#21912)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			CLASSROOM 3: electrical panel is blocked CLASSROOM 5: ceiling tiles need to be replaced, electrical panel is blocked LEARNING CENTER: electrical panel is blocked
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			19: fire extinguisher too high up 21: fire extinguisher too high up LIBRARY 1: couple of light bulbs are out (w/o#21918) missing fire extinguisher at west door box

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			17: ceiling tiles need to be adjusted/installed correctly, door closer cover is missing 27: needs new door closer (w/o#21913) missing window screen, carpet very worn

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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	37	41	46	44	47	46
Mathematics (grades 3-8 and 11)	29	31	25	27	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	326	315	96.63	3.37	40.95
Female	165	160	96.97	3.03	43.13
Male	161	155	96.27	3.73	38.71
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	315	304	96.51	3.49	41.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	123	119	96.75	3.25	31.09
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	248	243	97.98	2.02	37.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	26	83.87	16.13	19.23

2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	326	316	96.93	3.07	31.33
Female	165	160	96.97	3.03	30.63
Male	161	156	96.89	3.11	32.05
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	315	305	96.83	3.17	32.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	123	120	97.56	2.44	15.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	248	244	98.39	1.61	29.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	26	83.87	16.13	11.54

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	17.81	16.05	19.58	22.47	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	81	98.78	1.22	16.05
Female	40	40	100.00	0.00	10.00
Male	42	41	97.62	2.38	21.95
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	80	79	98.75	1.25	16.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	38	37	97.37	2.63	5.41
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	61	98.39	1.61	14.75
Students Receiving Migrant Education Services	0	0	0	0	0
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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98	98	98	98	98

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.

2023-24 Opportunities for Parental Involvement

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

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

Also, Wilson has participated in a series of parent workshops facilitated by the Parenting Partners' Workshop. Workshop topics include healthy families, organizational skills, preparing for college, literacy or financial aide for college, among other subjects. New workshop curriculum and topics are pending for the 2023-2024 school year.

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	598	581	162	27.9
Female	281	275	73	26.5
Male	317	306	89	29.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	1	25.0
Asian	2	2	2	100.0
Black or African American	1	1	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	572	555	147	26.5
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	0	0	0	0.0
White	15	15	10	66.7
English Learners	268	260	68	26.2
Foster Youth	2	2	1	50.0
Homeless	27	24	10	41.7
Socioeconomically Disadvantaged	513	498	148	29.7
Students Receiving Migrant Education Services	20	19	3	15.8
Students with Disabilities	52	51	17	33.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.66	0.84	0.04	3.13	3.37	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.33	0.19	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.84	0
Female	0.71	0
Male	0.95	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.7	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	6.67	0
English Learners	0.75	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.97	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

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

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

Our school safety plan is annually updated with the input of parents, classified and certificated personnel, as well as input from Dinuba Police and Fire Departments. The safety plan is then approved by our School Site Council. The plan is also shared at a staff meeting with certificated and classified staff. Our current Comprehensive School Safety Plan was recently updated in December with input from the various members previously mentioned, then reviewed and approved at our SSC meeting in February of 2023, and final draft was shared with staff in March of 2023.

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

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

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	3	
1	24		4	
2	29		3	
3	29		3	
4	25		3	
5	31		3	
6	30		3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	4		
1	23		3	
2	22		4	
3	28		3	
4	27		3	
5	24		3	
6	30		3	

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

2022-23 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	561

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$7,134	$207	$6,927	$85,389
District	N/A	N/A	$6,120	$85,389
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 Types of Services Funded

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$54,014	$54,190
Mid-Range Teacher Salary	$78,586	$85,111
Highest Teacher Salary	$105,086	$104,999
Average Principal Salary (Elementary)	$126,210	$132,492
Average Principal Salary (Middle)	$132,521	$140,987
Average Principal Salary (High)	$153,409	$153,884
Superintendent Salary	$215,000	$255,503
Percent of Budget for Teacher Salaries	27.19%	32.09%
Percent of Budget for Administrative Salaries	4.76%	5.25%

Professional Development

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

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

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

During the current year, Teachers had 2 preservice days of training on the use of technology, SEL competencies, and newly adopted 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2