

Wilson Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Wilson Elementary School
Street	409 Magnolia Street
City, State, Zip	Gridley, CA 94948
Phone Number	(530) 846-3675
Principal	Jesse Rodriguez
Email Address	jesserodriguez@gusd.org
Website	http://www.gusd.org/Domain/10
County-District-School (CDS) Code	04-75507-6003172

Entity	Contact Information
District Name	Gridley Unified School District
Phone Number	(530) 846-4721
Superintendent	Jordan Reeves
Email Address	jreeves@gusd.org
Website	www.gusd.org

School Description and Mission Statement (School Year 2019-20)

Wilson Elementary School is located in Gridley, California, at the heart of the Sacramento Valley. With a student enrollment of 610, the staff and students work diligently to emulate the same small-town feel as its home city. The second through fifth grade school has a staff of 24 classroom teachers, 2 intervention teachers, three special education teachers, two physical education teachers, one counselor and a speech therapist.

The design of our school supports high quality programs in a variety of ways including:

- Professional development room for staff training, meetings & grade level collaboration
- Every classroom is equipped with 1:1 Chromebooks
- Well-stocked classroom libraries
- Storage areas for PE and recess equipment
- A playground area which includes: a grass field, two play structures, and asphalt surfaces
- Teacher computer workstations, projectors, and document cameras in each classroom
- School library equipped with books & iPads

As Gridley Unified School District's mission statement claims, we are dedicated to ensuring a quality education in a safe, nurturing environment that produces responsible, compassionate individuals by providing them a relevant curriculum enabling all students to become productive citizens strengthened by the small town quality of life.

Mission- Wilson Rams will succeed by being safe, kind and responsible!

Vision-

- Wilson Elementary School teachers create a safe, nurturing environment that challenges students to rise to their highest potential.
- We strive towards the common goal of academic success and social/emotional well-being of every student.
- Our staff, with the support of our parents and community, ensures that ALL students succeed and become critical and global visionaries through engaging and relevant experiences.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 2	129
Grade 3	163
Grade 4	145
Grade 5	148
Total Enrollment	585

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.2
Asian	2.9
Hispanic or Latino	60.2
Native Hawaiian or Pacific Islander	0.3
White	30.1
Two or More Races	0.3
Socioeconomically Disadvantaged	78.1
English Learners	28.7
Students with Disabilities	11.8
Foster Youth	1.4
Homeless	

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	32	31	34	114
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2018

In addition to the following textbooks, Engage New York, instructional modules that are aligned with Common Cores Standards, is being implemented in grades second through fifth to support the implementation of Common Core Math Standards and Standards for Mathematical Practice. Benchmark Advanced was adopted three years ago. Teachers are following Next Generation Science Standards as their guide for teaching science.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced	Yes	0%
Mathematics	California HSP Math, Grades 2-5, Houghton Mifflin Harcourt School Pub.(2009)	Yes	0%
Science	Macmillan/McGraw-Hill California Science, Grade 2-5, Macmillan/McGraw-Hill (2008)	Yes	0%
History-Social Science	Reflections: California Series, Grades 2-5, Harcourt School Publishers (2007)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Wilson Elementary School takes pride in its well maintained campus, employing 2 full-time custodians to keep up the campus environment during the day, as well as cleaning each classroom nightly. It is important that the facilities of our school reflect our school pride and caring attitude. The main building of Wilson School contains 13 classrooms, boys and girls restrooms, a staff room, staff restrooms, library, media center, speech room, and various offices. In addition to this main building, there are 11 relocatable classrooms which house students, our special day class, intervention classes, and our after school program. New permanent portable buildings were constructed during the summer of 2018 that include 6 classrooms, a special education classroom, two students and two adult bathrooms, and two storage rooms. Wilson Elementary School has a portable multi-purpose room which houses 600 children for meals and assemblies.

Inspection on 2018-19 projects include a new classroom wing with restrooms, new electrical service to the rear portables, new asphalt play area, and the play fields were leveled and re-seeded. During the 2019-20 school year, remaining asphalt play areas received a new coat of asphalt, outdoor play structure boxed areas received a new filling of tanbark, and the portable multi-purpose room had its roof resealed. Overall, the school is kept in good condition.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Cafeteria ceilings and walls need repaired

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	South portables need outside clean-up in between the portables
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Portable restrooms need some clean-up
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Cracked window at the front door
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Bark box needs to be filled. Trees on west side of the field need to be trimmed.
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	51	45	50	43	50	50
Mathematics (grades 3-8 and 11)	45	41	36	35	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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	454	450	99.12	0.88	45.11
Male	228	226	99.12	0.88	39.82
Female	226	224	99.12	0.88	50.45
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	53.33
Filipino					
Hispanic or Latino	272	271	99.63	0.37	38.01
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	135	133	98.52	1.48	58.65
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	362	359	99.17	0.83	40.67
English Learners	169	169	100.00	0.00	36.69
Students with Disabilities	48	44	91.67	8.33	22.73
Students Receiving Migrant Education Services	18	18	100.00	0.00	33.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	454	449	98.90	1.10	40.98
Male	228	225	98.68	1.32	41.33
Female	226	224	99.12	0.88	40.63

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	40.00
Filipino					
Hispanic or Latino	272	271	99.63	0.37	33.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	135	132	97.78	2.22	54.55
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	362	359	99.17	0.83	36.77
English Learners	169	169	100.00	0.00	31.36
Students with Disabilities	48	44	91.67	8.33	22.73
Students Receiving Migrant Education Services	18	18	100.00	0.00	33.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.8	27.2	31.3

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.

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)

A systematic belief that student success is a product of quality instruction in conjunction with meeting emotional, social and health needs encompasses our core values. In order to meet the myriad of students' needs, Wilson Elementary School has a supportive and collaborative relationship with the Gridley community and is continually seeking opportunities to strengthen these relationships. A few highlights include: Gridley Elementary Schools Parent Teacher Association (GESPTA), School Site Council, and English Learners Advisory Committee (ELAC).

Literacy Celebrations, Jog-a-Thon fundraiser, monthly award ceremonies, field trips, band concerts, Wilson Track Meet, and Gold Rush Days highlight the enrichment activities and opportunities for parent involvement at our school. Ongoing communication is available via our website, Twitter accounts, electronic newsletters, parent-teacher conferences, Student Success Team meetings, IEP meetings, and monthly calendars.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.2	1.7	4.6	4.5	3.2	5.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Wilson Elementary School has an updated school emergency and disaster preparedness plan that encompasses: fire, earthquake, chemical accident, bomb threat and dangerous intruder on campus (lock-down). The district and the school uses an online emergency alert system called Catapult to notify the district and site safety teams, staff and emergency personnel of incidents and emergencies. The plan outlines the responsibilities of each staff member and the procedures to follow per the emergency. The safety plan was Board approved in March of 2019 following the local school site's approval and input in February of the same year. A copy of the safety plan is available for manual review in the front office. Our emergency phone tree is updated regularly and earthquake, fire, and lock-down drills occur monthly. All staff members, certificated and classified, have received training regarding our school-wide emergency and disaster preparedness plan and ongoing discussions occur regarding student safety for the classroom, playground, and cafeteria. Crossing guards, bus supervision, and noon duty supervisors are also in place and an emphasis is placed on bicycle, pedestrian, and train safety due to the school's proximity to a main thoroughfare and railroad tracks. Fences were installed around the school site and there is a clear procedure for guest check-in and check-out at the main entrance of the school.

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.

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+
2	23		6		22		7		25		5	
3	20	6	1		24		6		23		7	
4	28		5		24	1	5		24	1	5	
5	27	1	5		27	1	5		26	1	5	
Other**					2	1						

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0
Other	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,488	\$916	\$7,571	\$77,845
District	N/A	N/A	\$8,490	\$75,807.00
Percent Difference - School Site and District	N/A	N/A	-11.4	2.7
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	0.9	6.5

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 (Fiscal Year 2018-19)

In order to support the diverse academic needs of all of our students, we have funded 2 full time intervention teachers that provide explicit, targeted ELA instruction in the following areas: decoding, fluency, comprehension, and writing. These students were selected based upon assessment data and progress is monitored weekly using formative assessments. These groups are fluid which allow for students to exit the intervention once mastery has been made. All students at Wilson Elementary School will also be administered fluency and comprehension benchmark assessments three times per year and students progress will be closely monitored using I-Ready Assessment Data. Our intervention teachers are funded out of LCAP, Title I, and Title II funds.

Instructional aides are also part of our Wilson Community and support our second grade, third grade, special education students, and our tier 2/tier 3 intervention students. Our instructional aides work with students in small groups and provide additional support to students in the area of ELA. Our instructional aides are funded out of Title I and Title III funds.

Instructional materials and staff development is provided for our English Language Development (ELD) teachers and funded out of Title III.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,807	\$46,208
Mid-Range Teacher Salary	\$66,291	\$72,218
Highest Teacher Salary	\$94,755	\$92,742
Average Principal Salary (Elementary)	\$137,374	\$134,864

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$0	\$118,220
Average Principal Salary (High)	\$138,366	\$127,356
Superintendent Salary	\$177,036	\$186,823
Percent of Budget for Teacher Salaries	37%	33%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			14

As outlined in the Gridley Unified School District LCAP Plan, GUSD Board Goals, and site goal Goals, the 2019-20 school year staff development opportunities at Wilson Elementary will focus on continued Common Core implementation, English Language Development Strategies, Response to Intervention, PBIS, Universal Design for Learning, and Professional Learning Communities. The GUSD school district contracts with an outside agency to work with its school on the implementation of Professional Learning Communities.

Wilson Elementary School has early release days every Wednesday afternoon in which teachers are engaged in professional development opportunities that focus on Professional Learning Communities, data analysis, Common Core implementation, and high leverage teaching strategies. In addition, data analysis, grade level collaboration, and cross-grade level collaboration are scheduled during this time. Professional Development includes Staff Orientation for the new school year, Maria Nielson PLC trainings, grade level planning days, CADA conference, PBIS training through BCOE, and Learning Labs support for new teachers.

In addition to professional development opportunities for our certificated staff, our instructional aides in the general and SPED classrooms receive professional development in the area of Crisis Prevention and Interventions (CPI).