

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	3775 Bodega Ave.
City, State, Zip	Petaluma, CA 94952
Phone Number	(707) 765-4340
Principal	Steve Hospodar
Email Address	shospodar@wilmarusd.org
School Website	http://wilsonschoolpetaluma.org/
County-District-School (CDS) Code	49 71019 6052344

2023-24 District Contact Information

District Name	Wilmar Union School District
Phone Number	(707) 765-4340
Superintendent	Steve Hospodar
Email Address	shospodar@wilmarusd.org
District Website	www.wilsonschooletaluma.org

2023-24 School Description and Mission Statement

Wilson School is a nurturing, close-knit community nestled in a rural setting just a mile from the Petaluma city limits. Renowned as a California Distinguished school, Wilson is dedicated to fostering an engaging environment where children thrive academically, socially, and emotionally.

Our commitment to excellence revolves around three core principles: a Culture of Care, a Culture of Competence, and a Culture of Excellence.

In our Culture of Care, everyone is known by name in our intimate setting. Teachers and staff deliberately cultivate meaningful relationships. We ensure a deep sense of belonging for our students and families, creating a welcoming and supportive campus environment.

To build upon our Culture of Competence, we equip students with both the mindset and skillset essential for success. Emphasizing service, character development, and life skills, we celebrate students who make wise choices through monthly recognition. After-school enrichment programs offer opportunities to expand learning and apply new skills. Counseling services are readily available, ensuring comprehensive support for all students.

Wilson School exhibits a Culture of Excellence at Wilson School by meeting each student at their academic and behavioral level. Data guides our teaching, planning, and monitoring of students' progress. Our dedicated support staff, including intervention teachers and aides, ensures personalized assistance for every student. We offer a diverse curriculum, including music, social-emotional learning, physical education, computer classes, and regular visits to our school library.

We extend an invitation to experience Wilson School firsthand—a place where children grow into responsible, educated, confident, and happy community members. Witness how our small, rural school nurtures intelligent, hardworking, emotionally resilient, compassionate, and responsible citizens prepared for the 21st century.

Wilson School's mission is to empower students with the skills and mindset to lead fulfilling lives and become tomorrow's leaders. Through collaborative efforts, we create an environment that enables every student to embrace learning, achieve academic success, and develop emotionally, socially, and physically. Our graduates will be poised to contribute meaningfully to a fair and just world, embodying inclusivity, dedication, and passion.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	44
Grade 1	34
Grade 2	21
Grade 3	28
Grade 4	32
Grade 5	31
Grade 6	28
Total Enrollment	218

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	45.4%
Male	54.1%
American Indian or Alaska Native	0.5%
Asian	1.8%
Black or African American	1.4%
Filipino	0.5%
Hispanic or Latino	16.5%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	1.8%
White	76.1%
English Learners	7.3%
Foster Youth	0.5%
Socioeconomically Disadvantaged	21.6%
Students with Disabilities	11.9%

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

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)	9.80	100.00	9.80	100.00	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	9.80	100.00	9.80	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)	10.40	91.27	10.40	91.27	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	8.73	1.00	8.73	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	11.40	100.00	11.40	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	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

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)	0	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

Year and month in which the data were collected		December 2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Education, Reading Street K-6 c. 2013 Fountas and Pinnell Guided Reading program K-6 c. 2022	Yes	0

Mathematics	Houghton Mifflin Harcourt Math Expressions California 2013 Adopted November 2017	Yes	0
Science	Amplify Science, (K-6, c. 2022)	Yes	0
History-Social Science	Pearson Education My World Adopted December 2018, K-6	Yes	0

School Facility Conditions and Planned Improvements

Wilson Elementary School, established in 1863, boasts a rich history and a commitment to continual improvement. The current buildings, erected in 1957, underwent modernization in 2003 and a comprehensive remodel in 2015. With 11 regular classrooms, a library, a computer lab, a multipurpose room, and three portable classrooms utilized for instruction, the school offers diverse learning spaces.

The Physical Education and play facilities are thoughtfully designed, featuring three distinct playgrounds for different grade levels, a soccer/football field, and a baseball field encompassed by an ADA-accessible track.

A significant milestone was reached in March 2010 when Wilson Elementary completed a mile-long water pipeline project, securing a reliable source of Petaluma City drinking water for the school. This project, an eleven-year endeavor, shifted the school's reliance on city water for drinking purposes while reserving well water exclusively for irrigation. Funded by Federal and State resources via the American Recovery and Reinvestment Act of 2009, this initiative stands as a testament to the community's dedication to enhancing the school's infrastructure.

The community's support was further evident in November 2012 when Measure P passed, providing essential funds for facility upgrades, technological advancements, and infrastructure enhancements. Summer 2014 witnessed significant bond work, including sewer system replacement, main office expansion, and the installation of new windows in all classrooms. Subsequent summers focused on classroom remodeling, introducing new flooring, wall coverings, ceiling tiles, and energy-efficient insulation. The school continued its sustainability efforts by transitioning to LED lighting in 2017-18 and incorporating solar power into the campus in 2019-20.

In line with fostering environmental consciousness, Wilson Elementary champions recycling and composting initiatives, complying with current laws, and instilling waste-free practices among its students. Maintaining an unwavering commitment to cleanliness and safety, the school ensures that all facilities undergo regular inspections, upkeep, repairs, and necessary upgrades to create a conducive learning environment for all students.

Year and month of the most recent FIT report

12-2023

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

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.

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)	58	62	58	61	47	46
Mathematics (grades 3-8 and 11)	44	55	44	55	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	123	120	97.56	2.44	61.67
Female	60	58	96.67	3.33	56.90
Male	63	62	98.41	1.59	66.13
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	17	17	100.00	0.00	52.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	98	95	96.94	3.06	63.16
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	28	100.00	0.00	67.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	23.08

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	123	120	97.56	2.44	55.00
Female	60	58	96.67	3.33	41.38
Male	63	62	98.41	1.59	67.74
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	17	17	100.00	0.00	47.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	98	95	96.94	3.06	57.89
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	28	100.00	0.00	53.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	23.08

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)	29.63	53.13	29.63	53.13	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	33	33	100.00	0.00	51.52
Female	17	17	100.00	0.00	35.29
Male	16	16	100.00	0.00	68.75
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	28	100.00	0.00	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
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	100%	96.80%	87.80%	87.80%	84.80%

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

At Wilson School, active parental involvement is encouraged, and we're delighted to see many parents volunteering. This past year, we've taken strides beyond the traditional PTA model by establishing a foundation. This foundation approach is more flexible, enabling us to better serve our community and children. Our strong community support is fostered through the Catalyst Foundation, alongside vibrant parent engagement in classrooms, field trips, extracurricular activities, and campus enhancement projects.

Notably, Catalyst-led fundraisers such as our annual Walk-a-Thon, Read-a-Thon, annual Gala fundraiser, and school festivals bolster funds for school enhancements, student field trips, and community endeavors. Special events like the Gifts from the Heart craft day, the Father/Daughters' Dance, and the Mother & Son campout add memorable experiences. Additionally, our after-school programs encompass enriching classes, sports, and childcare services.

This academic year, we've implemented the WatchDOG dad program as a valuable addition to our school's initiatives. This unique program extends an invitation to fathers, grandfathers, or other trusted male figures within our community to volunteer for a full day at our school. The program not only aids in the smooth functioning of daily school activities but also fosters a sense of community involvement and support. We're thrilled to witness the positive impact and engagement that the WatchDOG program continues to bring to our school community, reinforcing our commitment to collaborative and inclusive educational practices.

Wilson's community events provide parents with opportunities to contribute leadership and insight into the school's objectives and activities. The cornerstone of our students' success lies in the collaboration and involvement of parents, community members, staff, and students. We continuously seek to tap into the resources of our learning community through formal and informal channels. Adults and older students are warmly welcomed to engage in classrooms, playground activities, and various support programs including our library, the 'Think Tank' technology and creative lab, academic and social mentoring, the school garden, Career Week, and more.

Formally, both the Catalyst Foundation, WatchDOG Dad program, and School Site Council actively seek the involvement of parents and other community members. Our newsletters and annual surveys are avenues to gather parent input and innovative

2023-24 Opportunities for Parental Involvement

ideas, contributing to the thriving sense of community within Wilson.

For more information on how to get involved, please reach out to Mary Cervantez, our Catalyst Foundation president, at (707) 765-4340."

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	230	228	10	4.4
Female	106	106	6	5.7
Male	123	121	4	3.3
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	4	4	0	0.0
Black or African American	3	3	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	38	38	3	7.9
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	4	4	0	0.0
White	175	173	7	4.0
English Learners	17	17	2	11.8
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	53	53	3	5.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	32	31	4	12.9

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	0.00	0.00	0.00	0.00	0.00	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	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	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The School Safety Plan is a comprehensive document that undergoes a meticulous annual review process. This involves in-depth discussions with various stakeholders, including the dedicated school faculty, engaged parent community, and the School Site Council. Ultimately, the plan is formally adopted by the esteemed trustees on our school board.

This crucial plan encompasses a range of key elements aimed at ensuring the safety and security of everyone within our school community. It includes meticulously planned drills catering to different scenarios such as earthquakes, fires, and general safety protocols. Additionally, the plan outlines detailed crisis intervention strategies, serving as a robust framework for responding effectively to unforeseen situations.

One of the pivotal aspects of this safety initiative is the execution of an annual Disaster Drill. This comprehensive drill is not only conducted with precision but is also subject to rigorous evaluation by our local fire department. Their expert evaluation provides invaluable feedback that helps us enhance and fine-tune our safety systems, ensuring they are robust and capable of

2023-24 School Safety Plan

addressing any potential challenges.

To ensure transparency and accessibility, the Safety Plan is readily available for parents to access in the school office. This ensures that our entire community has the opportunity to familiarize themselves with the safety protocols and procedures in place, fostering a collective commitment to the well-being of everyone in our school environment.

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	14	3		
1	15	2		
2	17	1	1	
3	15	2		
4	16	1	1	
5	24		1	
6	28		1	

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	13	2		
1	6	2		
2	14	2		
3	17	1	1	
4	15	1	1	
5	30		1	
6	26		1	
Other	57	2		2

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	15	2	1	0
1	17	1	1	0
2	42	0	0	1
3	28	0	1	0
4	32	0	1	0
5	31	0	1	0
6	28	0	1	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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

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	\$10,529	\$2,171	\$8,358	\$78,004
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	23.6	5.2

Fiscal Year 2022-23 Types of Services Funded

Wilson Elementary School's educational landscape is supported by an array of Federal and State-funded programs designed to enhance the learning experiences of our students. These programs encompass various facets of education, ensuring a more holistic approach to supporting learners of different needs and backgrounds.

These programs include the following:

At the Federal level, programs like Title I (Basic Grant), Title II, and Title IV serve Wilson Elementary School by providing financial assistance to schools, particularly those serving areas with a high concentration of students from low-income families (Title I), focusing on teacher and leader development (Title II), and supporting well-rounded education opportunities (Title IV).

Special Education programs, both federally and at the state level, offer crucial support for students with disabilities, ensuring they receive tailored education plans and necessary resources to thrive academically and personally. The Special Early Intervention Grant plays a critical role in identifying and supporting children with developmental delays or disabilities at an early age, setting a strong foundation for their educational journey.

The National School Lunch Program stands as a vital initiative, aiming not only to alleviate hunger but also to enhance students' focus and performance by providing nutritious meals. It's a key component in ensuring children have access to proper nutrition, essential for their growth and learning.

State-specific programs like the Local Control Funding Formula and Lottery funds (both Restricted and Unrestricted) offer financial support to school districts, enabling them to address local needs, allocate resources efficiently, and enhance educational opportunities based on their unique circumstances.

The Elementary and Secondary School Emergency Relief (ESSER) funds, including ESSER I, II, and III, along with the Governor's Emergency Education Relief (GEER) funds, are one-time allocations aimed at aiding schools during crises or emergencies. These funds provide flexibility and support for schools to address various challenges arising from unexpected circumstances, ensuring continuity in education despite disruptions.

Moreover, the Universal Pre-K Plan Grant aims to expand access to quality early childhood education, setting the stage for improved academic outcomes and future success. Meanwhile, the Educator Effectiveness Grant focuses on empowering teachers and educational staff, providing resources and training to enhance their effectiveness in the classroom.

Collectively, these Federal and State-funded programs create an array of support, striving to create equitable and enriching educational experiences for students, regardless of their backgrounds or circumstances, ultimately aiming to spark individual success for a brighter future.

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		\$48,481
Mid-Range Teacher Salary		\$73,129
Highest Teacher Salary		\$99,406
Average Principal Salary (Elementary)		\$117,381
Average Principal Salary (Middle)		\$128,158
Average Principal Salary (High)		
Superintendent Salary		\$138,991
Percent of Budget for Teacher Salaries	35.82%	29.34%
Percent of Budget for Administrative Salaries	5.95%	5.99%

Professional Development

Wilmar Union Elementary School District allocates three days annually to teachers' professional development, employing the Professional Learning Community (PLC) approach. This collaborative effort between teachers and administration guides the selection of staff development focus. Additionally, paraprofessionals benefit from two days of dedicated staff development.

At the core of our work at Wilson Elementary School are fundamental beliefs:

A steadfast conviction that all children possess the capacity to learn.

Cultivation of high expectations for every student.

Utilization of data to inform our educational approach.

Dedication to removing barriers and providing equal opportunities.

Cultivation of both mindset and skill set.

Embracing school-wide alignment in our efforts.

Our continued emphasis remains on teaching strategies that foster 21st Century Skills encompassing Critical Thinking, Competence, Communication, Collaboration, and Creativity.

Furthermore, educators are encouraged to actively participate in workshops, conferences, and additional training sessions aimed at enriching instructional practices. These teachers provide comprehensive reports to the entire faculty based on their experiences and insights gained from these sessions.

New educators engage in the North Coast Teacher Induction Program (NCTIP), an initiative meticulously crafted to offer training and personalized coaching support.

Wilson School persists in transitioning our academic program to align with the principles of Proficiency Based Education. Simultaneously, we intensify our focus on holistic education, emphasizing the whole child. Wilson School proudly embraces the First School model, fostering a Culture of Care, a Culture of Excellence, and a Culture of Competence.

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	3	3	3