

Woodrow Wilson Elementary School

1300 Williams St. • San Leandro, CA 94577 • (510) 667-3587 • Grades K-5

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<http://www.sanleandro.k12.ca.us/site/Default.aspx?PageID=498>

2015-16 School Accountability Report Card Published During the 2016-17 School Year



San Leandro Unified School District

835 E. 14th Street

San Leandro, CA 94577

(510) 895-4199

<http://www.sanleandro.k12.ca.us/Page/1>

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Educational Services

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Dr. Kevin Collins
Assistant Superintendent
Business & Operations

Principal's Message

This School Accountability Report Card (SARC) provides basic information about Wilson Elementary School. More in-depth information is available in our School Site Plan. Wilson School has worked with our community to develop an Instructional Focus Plan. We believe that focused practices lead to stronger results! Our goal is to make continuous year to year growth for each individual student, so that all are prepared for middle school and beyond.

Education requires teamwork. The Wilson staff, teachers, families, community members, and students will continue to communicate clearly and work effectively to enable our students to meet the Common Core standards and to achieve our school-wide site plan goals and objectives.

District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

School Mission Statement

High standards, equity, and accountability are our vision for our community of learners at Woodrow Wilson Elementary School. We are determined to provide our students with the life skills, tools, and knowledge to be successful life-long learners. We desire to see our students globally compete among the very brightest, best, and most creative individuals. In order for this to happen, we are committed to changing the way things have been done in the past and recognize the hard work and long road that is ahead of us. However, we are optimistic in the simple truth that we know our students are capable, our teachers and staff are determined and our community is supportive.

Making our vision a reality means our continuing effort at creating a standards-based accountability system; where every student is compared to a standard rather than each other; where every student is clear on what is expected of him or her; where every student is given multiple opportunities to learn and to show what they know in order to reach high, rigorous standards; and where there is no achievement gap.

District Profile

San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses, and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

| 2015-16 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 127 |
| Grade 1 | 103 |
| Grade 2 | 112 |
| Grade 3 | 114 |
| Grade 4 | 134 |
| Grade 5 | 124 |
| Total Enrollment | 714 |

| 2015-16 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 5 |
| American Indian or Alaska Native | 0 |
| Asian | 19 |
| Filipino | 10.6 |
| Hispanic or Latino | 54.5 |
| Native Hawaiian or Pacific Islander | 1.1 |
| White | 6.6 |
| Two or More Races | 2.7 |
| Socioeconomically Disadvantaged | 72.4 |
| English Learners | 51.3 |
| Students with Disabilities | 7.3 |
| Foster Youth | 0 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 | | | |
|---|-------|-------|-------|
| Woodrow Wilson Elementary School | 14-15 | 15-16 | 16-17 |
| With Full Credential | 36 | 35 | 35 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | |
| San Leandro Unified School District | 14-15 | 15-16 | 16-17 |
| With Full Credential | ♦ | ♦ | |
| Without Full Credential | ♦ | ♦ | |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Woodrow Wilson Elementary | 14-15 | 15-16 | 16-17 |
| Teachers of English Learners | 0 | 0 | |
| Total Teacher Misassignments | 0 | 0 | |
| Vacant Teacher Positions | 0 | 0 | |

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

| 2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.0 | 0.0 |
| Districtwide | | |
| All Schools | 96.4 | 3.6 |
| High-Poverty Schools | 96.4 | 3.6 |
| Low-Poverty Schools | 94.7 | 5.3 |

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on September 20th, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks are illustrated in the chart.

| Textbooks and Instructional Materials Year and month in which data were collected: December, 2012 | |
|--|---|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | <p>Hampton Brown Adopted 2002</p> <p>Houghton Mifflin Adopted 2005</p> <p>Hampton Brown Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p> |
| Mathematics | <p>Pearson Scott Foresman Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p> |
| Science | <p>MacMillan/McGraw Hill Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p> |
| History-Social Science | <p>Scott Foresman Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p> |

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

Wilson Elementary School was originally constructed in 1947 and is currently comprised of 24 permanent classrooms, 14 portable classrooms, two computer labs, a library, a staff room, a multi-purpose room, a kitchen, and two playgrounds. Summer of 2011 recent renovations include a new lights, new interior paint, and the renovation of the bathrooms.

Cleaning Process

The principal works daily with a custodial staff of three full-time and one part-time to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At the time of publication 100% of Wilson Elementary's restrooms were in good working order.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating/air conditioning, interior/exterior painting, electrical systems, and flooring. For the 2012-2013 school year, the district allocated \$164,000 for the deferred maintenance program. This represents .22% of the district's general fund budget.

The table displays the results of the most recent school facilities inspection provided by the district. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been scheduled for repair or are in the process of remediation. With the passage of Measure B, modernization and renovation of the San Leandro schools has begun. For more information about Measure B, please visit the district's web site: www.sanleandro.k12.ca.us.

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|------------------|-------------|-------------|---|
| Year and month in which data were collected: 10/08/12 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | Classroom 18 - Room is very warm. Classroom 3 - Room is very warm. |
| Interior: Interior Surfaces | | X | | Carpet frayed-Computer Room, Rm 3. Tackboard torn-Hallway. Several floor tiles chipped-Rooms 38, 27, 20. Several ceiling tiles stained-Rooms 38, 40, 39. Carpet torn, wallpaper torn-Room 36. Partition door missing lock. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | 2 light lens covers missing-Multipurpose Room. Vinyl is duct taped to carpet-Room 33 |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Fountain has low water pressure-Room 30, 9. Loose toilet seat. Sink fountain loose-Room 2. |
| Safety: Fire Safety, Hazardous Materials | X | | | Smoke detector missing its cover-Room 26. |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |
| Overall Rating | 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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

| 2015-16 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| ELA | 30 | 34 | 34 | 38 | 44 | 48 |
| Math | 27 | 28 | 22 | 24 | 34 | 36 |

* 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.

| CAASPP Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science | 49 | 31 | 41 | 51 | 43 | 44 | 60 | 56 | 54 |

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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 | 2015-16 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 25 | 25 | 28.1 |

* 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.

| 2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10) | | | | |
|--|--------------------|-------------------|---------------------|------------------------|
| Group | Number of Students | | Percent of Students | |
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| All Students | 123 | 122 | 99.2 | 41.0 |
| Male | 55 | 54 | 98.2 | 44.4 |
| Female | 68 | 68 | 100.0 | 38.2 |
| Asian | 27 | 26 | 96.3 | 46.2 |
| Filipino | 12 | 12 | 100.0 | 16.7 |
| Hispanic or Latino | 63 | 63 | 100.0 | 41.3 |
| Socioeconomically Disadvantaged | 90 | 89 | 98.9 | 37.1 |
| English Learners | 44 | 43 | 97.7 | 16.3 |
| Students with Disabilities | 14 | 14 | 100.0 | 28.6 |

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 115 | 112 | 97.4 | 32.1 |
| | 4 | 138 | 136 | 98.5 | 27.9 |
| | 5 | 123 | 119 | 96.8 | 43.7 |
| Male | 3 | 54 | 52 | 96.3 | 23.1 |
| | 4 | 70 | 68 | 97.1 | 22.1 |
| | 5 | 55 | 53 | 96.4 | 43.4 |
| Female | 3 | 61 | 60 | 98.4 | 40.0 |
| | 4 | 68 | 68 | 100.0 | 33.8 |
| | 5 | 68 | 66 | 97.1 | 43.9 |
| Black or African American | 3 | -- | -- | -- | -- |
| | 4 | 12 | 12 | 100.0 | |
| | 5 | -- | -- | -- | -- |
| Asian | 3 | 22 | 20 | 90.9 | 45.0 |
| | 4 | 21 | 21 | 100.0 | 57.1 |
| | 5 | 27 | 25 | 92.6 | 64.0 |
| Filipino | 3 | 14 | 14 | 100.0 | 35.7 |
| | 4 | 14 | 14 | 100.0 | 64.3 |
| | 5 | 12 | 11 | 91.7 | 45.5 |
| Hispanic or Latino | 3 | 68 | 67 | 98.5 | 28.4 |
| | 4 | 73 | 71 | 97.3 | 15.5 |
| | 5 | 63 | 62 | 98.4 | 35.5 |
| Native Hawaiian or Pacific Islander | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| White | 3 | -- | -- | -- | -- |
| | 4 | 15 | 15 | 100.0 | 33.3 |
| | 5 | -- | -- | -- | -- |
| Two or More Races | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | 87 | 84 | 96.5 | 28.6 |
| | 4 | 100 | 98 | 98.0 | 20.4 |
| | 5 | 90 | 87 | 96.7 | 39.1 |
| English Learners | 3 | 50 | 48 | 96.0 | 6.3 |
| | 4 | 57 | 55 | 96.5 | 9.1 |
| | 5 | 44 | 40 | 90.9 | 17.5 |

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | |
|----------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| Students with Disabilities | 3 | -- | -- | -- | -- |
| | 4 | 21 | 21 | 100.0 | 9.5 |
| | 5 | 14 | 14 | 100.0 | |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |

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 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 115 | 114 | 99.1 | 36.0 |
| | 4 | 138 | 138 | 100.0 | 21.7 |
| | 5 | 123 | 123 | 100.0 | 27.9 |
| Male | 3 | 54 | 53 | 98.2 | 39.6 |
| | 4 | 70 | 70 | 100.0 | 28.6 |
| | 5 | 55 | 55 | 100.0 | 29.6 |
| Female | 3 | 61 | 61 | 100.0 | 32.8 |
| | 4 | 68 | 68 | 100.0 | 14.7 |
| | 5 | 68 | 68 | 100.0 | 26.5 |
| Black or African American | 3 | -- | -- | -- | -- |
| | 4 | 12 | 12 | 100.0 | 8.3 |
| | 5 | -- | -- | -- | -- |
| Asian | 3 | 22 | 22 | 100.0 | 59.1 |
| | 4 | 21 | 21 | 100.0 | 47.6 |
| | 5 | 27 | 27 | 100.0 | 46.1 |
| Filipino | 3 | 14 | 14 | 100.0 | 57.1 |
| | 4 | 14 | 14 | 100.0 | 50.0 |
| | 5 | 12 | 12 | 100.0 | 16.7 |
| Hispanic or Latino | 3 | 68 | 67 | 98.5 | 25.4 |
| | 4 | 73 | 73 | 100.0 | 12.3 |
| | 5 | 63 | 63 | 100.0 | 25.4 |

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| Native Hawaiian or Pacific Islander | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| White | 3 | -- | -- | -- | -- |
| | 4 | 15 | 15 | 100.0 | 20.0 |
| | 5 | -- | -- | -- | -- |
| Two or More Races | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | 87 | 86 | 98.8 | 30.2 |
| | 4 | 100 | 100 | 100.0 | 14.0 |
| | 5 | 90 | 90 | 100.0 | 25.8 |
| English Learners | 3 | 50 | 49 | 98.0 | 16.3 |
| | 4 | 57 | 57 | 100.0 | 7.0 |
| | 5 | 44 | 44 | 100.0 | 16.3 |
| Students with Disabilities | 3 | -- | -- | -- | -- |
| | 4 | 21 | 21 | 100.0 | 9.5 |
| | 5 | 14 | 14 | 100.0 | 7.1 |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |

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 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents, families, and members of the community are very supportive of all aspects of educational programming at Wilson Elementary School. Parents may participate in the Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), School Advisory Committee (SAC), School Site Council (SSC), as well as a variety of volunteer activities. Parents and families members may volunteer to help with fundraising, school-wide events such as assemblies or Beautification Day, assistance within the classroom, support during recess and lunch, and other activities including working in our community garden. Wilson Elementary School also has an innovative weekly parent meeting called "Coffee Chat." Parents meet with the principal and school staff representatives to learn more about the school system and provide direct feedback to the administration of the school.

Wilson Elementary School has several partnerships with local community organizations, including the Boys & Girls Club/ASES and Girls, Inc. Other partners include Kaiser Permanente, Safe Routes to School, Safe Moves, Bike Mobile, Alameda County Office of Education Project Eat, and the Wilson PTA.

Family members who wish to participate in Wilson Elementary School's parent advisory committees, school activities, or become a volunteer may contact the main office at (510) 618-4370.

State Priority: School Climate

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

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

School Safety Plan

The safety of students and staff is a primary concern at Wilson Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated every winter by a committee of six individuals, including the principal, vice principal, and SLTA representative. The key element of the School Site Safety Plan entails emergency evacuation procedures. Fire, earthquake, and intruder drills are conducted on a regular basis throughout the school year. The Wilson School Safety Plan was reviewed, discussed and updated during the 2015-2016 school year.

To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. All visitors to the campus are required to check in at the school's office and wear the proper identification badge at all times.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 3.7 | 1.9 | 1.5 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 7.6 | 5.9 | 6.4 |
| Expulsions Rate | 0.0 | 0.1 | 0.1 |
| State | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 4.4 | 3.8 | 3.7 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

D. Other SARC Information

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

| 2016-17 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2006-2007 | 2009-2010 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | 8 | |
| Percent of Schools Currently in Program Improvement | 100.0 | |

| Academic Counselors and Other Support Staff at this School | |
|--|-----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 0 |
| Counselor (Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | .4 |
| Social Worker | 0 |
| Nurse | 0 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist | 1.6 |
| Other | 0 |
| Average Number of Students per Staff Member | |
| 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.

Average Class Size and Class Size Distribution (Elementary)

| Grade | Average Class Size | | | Number of Classrooms* | | | | | | | | |
|-------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| K | 28 | 26 | 26 | | | | 5 | 5 | 5 | | | |
| 1 | 29 | 28 | 28 | | | | 4 | 4 | 4 | | | |
| 2 | 28 | 27 | 27 | | | | 4 | 4 | 4 | | | |
| 3 | 29 | 27 | 27 | | | | 5 | 5 | 5 | | | |
| 4 | 32 | 30 | 30 | | | | 4 | 4 | 4 | | | |
| 5 | 31 | 32 | 32 | | | | 4 | 4 | 4 | | | |

Professional Development provided for Teachers

Staff development is delivered via a variety of means, including peer-to-peer mentoring, instructional coaching, teacher technology education consultants, site-based staff development opportunities, districtwide professional development, and off-site conferences at federal, state, and county levels. Peer-to-peer development opportunities include BTSA (Beginning Teachers Support and Assessment) Support Providers, instructional coaches, and Professional Learning Community Collaboration time and training. Administration at site and district level provide and deliver staff development based on student and site need. Professional development is provided in content areas, technological integration, socio-emotional learning, alignment with Common Core State Standards, English Language Development, Project Based Learning, special education, and in other areas designed to increase and improve student access, engagement, and achievement. Staff is able to receive training that is individualized, job-embedded, after school, during district-wide professional development days, via online learning platforms, and during release time. The district supports staff development through Professional Growth Days as well as grade-level specific trainings, including math and ELA/ELD framework trainings. Teachers are released each semester to plan by grade level for the upcoming based on student assessment data, Common Core standards, and curriculum. In order to select areas for staff development, factors including state and district assessment data, curriculum-based assessment, teacher feedback, community and family needs and input, English Language Learners, needs of students with disabilities, and state/federal standards are considered, among other essential data. Staff development is ongoing, reflective, globally and culturally relevant, and responsive to the needs of the students, staff, and school-wide community.

| FY 2014-15 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$55,852 | \$43,821 |
| Mid-Range Teacher Salary | \$77,121 | \$69,131 |
| Highest Teacher Salary | \$101,967 | \$89,259 |
| Average Principal Salary (ES) | \$120,214 | \$108,566 |
| Average Principal Salary (MS) | \$117,248 | \$115,375 |
| Average Principal Salary (HS) | \$148,670 | \$125,650 |
| Superintendent Salary | \$245,544 | \$198,772 |
| Percent of District Budget | | |
| Teacher Salaries | 46% | 37% |
| Administrative Salaries | 6% | 6% |

| FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 4870 | 345 | 4525 | 81738 |
| District | ♦ | ♦ | 5167 | \$83,516 |
| State | ♦ | ♦ | \$5,677 | \$71,517 |
| Percent Difference: School Site/District | | | -12.4 | -2.1 |
| Percent Difference: School Site/ State | | | -20.3 | 14.3 |

* Cells with ♦ do not require data.

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- K-3 Grade Span Adjustment
- 9-12 Career Technical Education
- Regional Occupational Program
- Career Pathways
- College Readiness Grant
- Special Education Services (state and federal)
- Pre-School (Special Education)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.