

Wilson Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Wilson Elementary School
Street	629 42nd Street
City, State, Zip	Richmond, CA 94805
Phone Number	(510) 232-6852
Principal	Claudia Velez
E-mail Address	cvelez@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=1345
CDS Code	07-61796-6005045

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

The mission of Wilson school is to provide a safe and nurturing learning environment where students receive high quality instruction in all content areas. Students engage in a rigorous standards based, Common Core aligned curriculum. We provide a high quality education that enables all students to make positive life changes, strengthen our community, and successfully participate in a diverse and global society. Our school delivers excellent learning and teaching experiences in safe student-centered learning environments. We develop and maintain productive community partnerships through individual and collective accountability. Our goal is to be inclusive of all members of the school community as we strive to provide equitable opportunities for success. All staff members engage in a multitude of professional development workshops and trainings that support and enhance teaching and learning.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	71
Grade 1	77
Grade 2	79
Grade 3	81
Grade 4	81
Grade 5	66
Grade 6	59
Total Enrollment	514

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	15.0
American Indian or Alaska Native	0.0
Asian	11.3
Filipino	1.8
Hispanic or Latino	65.0
Native Hawaiian or Pacific Islander	0.8
White	5.4
Two or More Races	0.6
Socioeconomically Disadvantaged	90.1
English Learners	50.6
Students with Disabilities	15.0

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

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	16	20	18	18
Without Full Credential	3	1	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

Note: 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 2014-15)

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-6) Prentice Hall Copper 6th Grade	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6) Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Wilson School was built in 1954. It is an outside campus, all classroom entries are from the open grounds. The school facility is large and has ample playground space. All student restrooms are located outdoors, near the playground. Portable classrooms were added in 1989, 1997, and 2009. In 2006, Wilson School used MRAD funds for a parking lot and a school sign. During the 2011-2012 school year the Facility Inspection Tool listed Wilson's site in "Good" condition. Wilson School is currently on the remodeling list.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[]	[X]	Replace ceiling tiles and rubber base (work orders submitted)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	No pressure on water fountains, sink button missing, trap is leaking, replace seat cover dispenser (all work complete)
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	Cover graffiti and paint walls and ramps (work orders submitted)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	Adjust door cylinders and door closers (work complete), door is hitting and replace door holder (work orders submitted)

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[X]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	42	25	46	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	46
Male	48
Female	45
Black or African American	38
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	50
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	43
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	43	47	40	41	43	42	54	56	55
Mathematics	51	56	51	37	38	38	49	50	50
History-Social Science				28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	3	3	2
Similar Schools	4	6	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	34	23	-33
Black or African American	42	36	-72
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	44	23	-27
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	38	25	-32
English Learners	20	20	-37
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.0	16.4	1.6

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.

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 (Most Recent Year)

PARENT INVOLVEMENT PROGRAMS: The school involves parents by informing them of the programs offered at the school site. Each month parents are offered opportunities to attend Coffee Chats and other meeting forums to gain educational information related to student learning. To date we offer the following:

- Back-to-School Night, Parent Teacher Conferences and Open House.
- Monthly parent education meetings (topics include: Common Core, College/Career Preparedness, Understanding the New Report Card, Multiple Method Math Instruction, School Wide Data Review...)
- In addition we have the following activities for parents:
 - Family Literacy Night
 - Family Math Night
 - Family Science Night
 - Test-Prep Workshop for parents
 - Focus Groups based on parent need i.e. literacy workshops, testing skills workshops, effective parent-teacher conference workshops, math workshops, homework workshops

School Site Council (SSC): The role of the SSC is to give parents, faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

ELAC: The ELAC Committee advises the SSC on needs of English Learners and consults the SSC regarding school plans and budgets.

We also offer parents the opportunity to attend English Learner classes four mornings per week. This program is offered through Adult Education.

We anticipate the creation of an African American Advisory Group to begin in early 2015.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	2.9	3.4	1.9	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Wilson school makes sure the school's safety plan is updated annually. The staff participates in the district Safety Emergency Management System (SEMS) program. The principal and teachers are CPR certified. The safety team (principal, custodian, secretary, clerk) makes sure the school conducts monthly drills for fire and earthquake. The team meets regularly to review climate issues and discuss safety procedures. Wilson school also participates in the county wide "Shelter-in-Place" drill in October. Students are provided information and told how to respond at school and at home.

We will partner with the American Red Cross as they offer the "Pillowcase Project" to students in 3rd through 6th grade. The Pillowcase project teaches children about safety preparedness and guides them in organizing individual safety kits. Teachers and parents will also receive safety preparedness training in meeting forums and workshops.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.5	2	2	0	28		3		18	1	3	
1	19.2	5	0	0	22		4		19	1	3	
2	18	5	0	0	28		3		16	2	3	
3	26.3	0	3	0	27		3		20	1	3	
4	28.7	0	3	0	20	2	1	1	20	2	1	1
5	32	0	1	0	18	3	1		17	3	1	
6	31.5	0	2	0	17	2	1		20	2	1	
Other												

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.20	---
Psychologist	.15	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	1.00	---
Other		---

Note: Cells with "---" do not require data. 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,380.75	\$2,813.27	\$4,567.48	\$56,885.97
District	---	---	\$5,547.14	\$57,253
Percent Difference: School Site and District	---	---	-17.7	3.2
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-17.5	-18.4

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Programs and services available at Wilson School include:

- ESEA Title I
- Economic Impact Aid
- 21st Century CCLC
- Special Ed-E
- Gifted & Talented Ed-E
- SIP
- Parent Center-E

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,777	\$41,761
Mid-Range Teacher Salary	\$56,678	\$66,895
Highest Teacher Salary	\$75,980	\$86,565
Average Principal Salary (Elementary)	\$87,412	\$108,011
Average Principal Salary (Middle)	\$92,657	\$113,058
Average Principal Salary (High)	\$103,480	\$123,217
Superintendent Salary	\$227,250	\$227,183
Percent of Budget for Teacher Salaries	31	38
Percent of Budget for Administrative Salaries	5	5

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

Professional Development

The primary areas of focus for staff development are derived from district goals in accordance with student needs.

The data used to determine the pertinent needs of our student population include:

- STAR and Early Literacy Assessment for reading
- English Language Arts district benchmarks
- English Language Development district benchmarks
- Math district benchmarks
- Ongoing common assessment data at each grade level

Wilson school goals include the following:

School wide commitment to implement the teaching of multiple methods in the math curriculum.

School wide commitment to implement the use of collaborative conversations throughout all areas of the curriculum.

Within the scope of these goals, student progress and need will be consistently and continuously monitored through Data Driven Instruction (DDI) cycles.

Professional development to address these goals include:

Ongoing workshops delivered by the math department on multiple method instruction and collaborative conversations during math instruction.

Ongoing workshops delivered by the ELD department on the use of collaborative conversations in ELD instruction.

Common Core workshops (district and on site)

Accelerated Reader Training (district and onsite)

Grade level planning days (onsite)

Collaboration days to analyze data using the DDI cycle of inquiry (onsite)

Instructional Rounds- Teachers from the ILT observe the above strategies in classrooms through a specific lens (as they relate to the school wide goals) as a way to gauge the effectiveness of the implementation. The ILT then revisits the goals with all staff to determine next steps.

Teachers in their first three years of teaching receive professional development and support through BTSA (Beginning Teacher Support Assistance).

Teachers also have opportunities to attend conferences such as the California Association of Bilingual Education (CABE).

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.