

Wilson Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/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](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

| District Contact Information (School Year 2017-18) | |
|--|--|
| District Name | West Contra Costa Unified |
| Phone Number | (510) 231-1101 |
| Superintendent | Matthew Duffy |
| E-mail Address | matthew.duffy@wccusd.net |
| Web Site | www.wccusd.net |

| School Contact Information (School Year 2017-18) | |
|--|---|
| School Name | Wilson Elementary |
| Street | 629 42nd Street |
| City, State, Zip | Richmond, Ca, 94805-1898 |
| Phone Number | 510-231-1456 |
| Principal | Claudia Velez, Principal |
| E-mail Address | cvelez@wccusd.net |
| Web Site | https://www.wccusd.net/site/Default.aspx?PageID=13 |
| County-District-School (CDS) Code | 07617966005045 |

Last updated: 11/21/2017

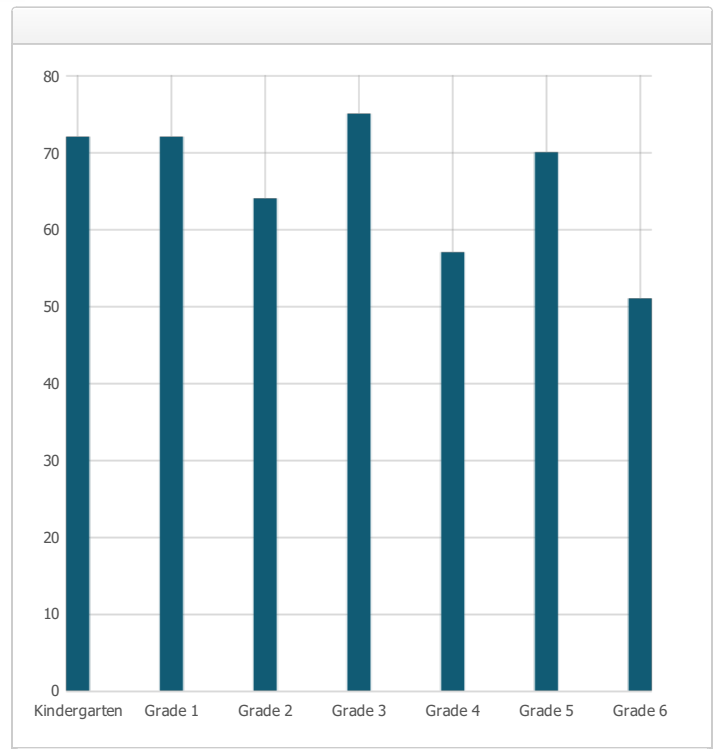
School Description and Mission Statement (School Year 2017-18)

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 training that support and enhance teaching and learning.

Last updated: 1/17/2018

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 72 |
| Grade 1 | 72 |
| Grade 2 | 64 |
| Grade 3 | 75 |
| Grade 4 | 57 |
| Grade 5 | 70 |
| Grade 6 | 51 |
| Total Enrollment | 461 |



Last updated: 1/25/2018

Student Enrollment by Student Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 11.9 % |
| American Indian or Alaska Native | 0.0 % |
| Asian | 12.4 % |
| Filipino | 1.5 % |
| Hispanic or Latino | 65.5 % |
| Native Hawaiian or Pacific Islander | 1.5 % |
| White | 4.3 % |
| Two or More Races | 2.8 % |
| Other | 0.1 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 91.5 % |
| English Learners | 50.8 % |
| Students with Disabilities | 14.5 % |
| Foster Youth | 0.7 % |

Last updated: 1/25/2018

A. Conditions of Learning

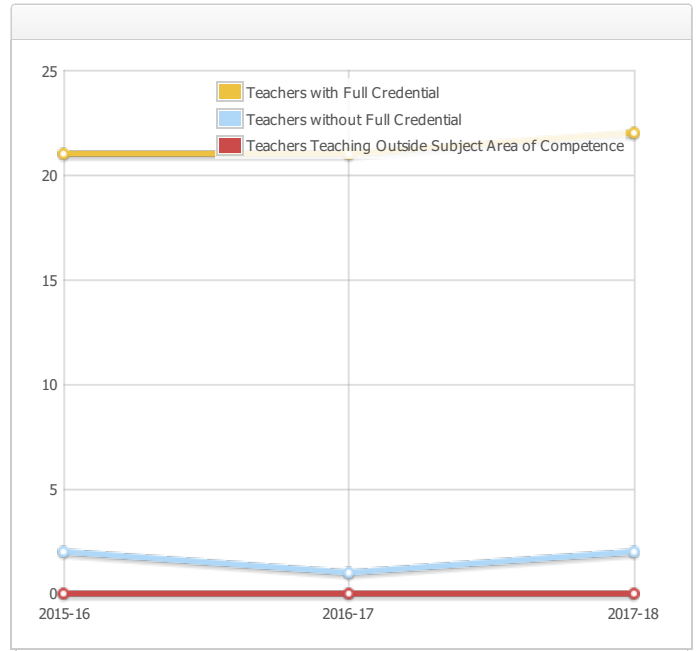
State Priority: Basic

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

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

Teacher Credentials

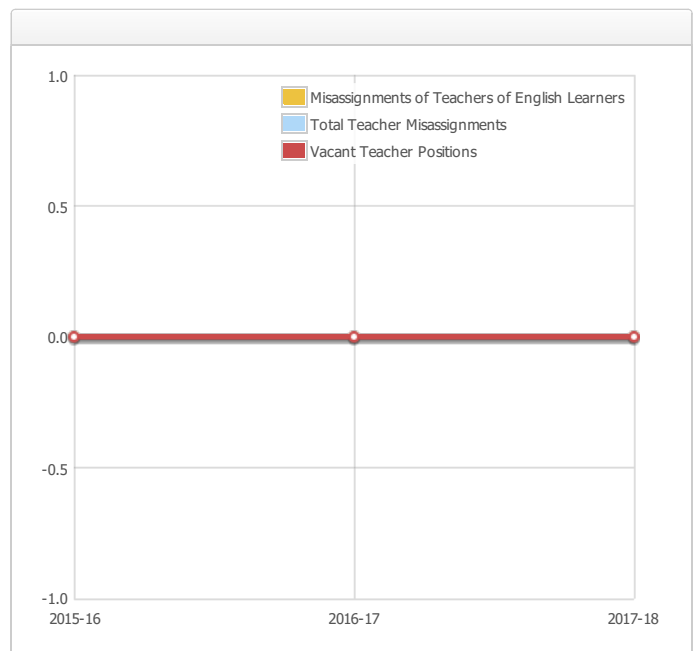
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 21 | 21 | 22 | 1192 |
| Without Full Credential | 2 | 1 | 2 | 155 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 14 |



Last updated: 1/25/2018

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| 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.

Last updated: 1/19/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: October 2017

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|-----------------------------------|---|
| Reading/Language Arts | McGraw Hill Treasures and Triumphs, c2010 - adopted 2012 | No | 0.0 % |
| Mathematics | McGraw Hill My Math, grades K-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grade 6, c2015 - adopted 2017 | Yes | 0.0 % |
| Science | Scott Foresman Science K-6, c2008 - adopted 2008 | Yes | 0.0 % |
| History-Social Science | McGraw Hill California Vistas grades K-6, c2007 - adopted 2007 | Yes | 0.0 % |
| Foreign Language | N/A | | 0.0 % |
| Health | N/A | | 0.0 % |
| Visual and Performing Arts | N/A | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

Note: Cells with N/A values do not require data.

Last updated: 1/9/2018

School Facility Conditions and Planned Improvements

WCCUSD takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/23/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | <p>Actions were/will be taken to ensure:</p> <p>There is no odor that would indicate a gas leak.</p> <p>Gas pipes are not broken and appear to be in good working order.</p> <p>The HVAC system is operable.</p> <p>There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.</p> |
| Interior: Interior Surfaces | Poor | <p>Interior surfaces appear to be clean, safe, and functional.</p> |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | <p>School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Actions were/will be taken to ensure:</p> <p>There is no evidence of a major pest or vermin infestation.</p> |
| Electrical: Electrical | Good | <p>Actions were/will be taken to ensure:</p> <p>There is no evidence that any portion of the school has a power failure.</p> <p>There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.</p> |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | <p>Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.</p> |
| Safety: Fire Safety, Hazardous Materials | Good | <p>Actions were/will be taken to ensure:</p> <p>The fire sprinklers appear to be in working order (e.g., there are no</p> |

| | | |
|---|------|---|
| | | <p>missing or damaged sprinkler heads).</p> <p>Emergency alarms appear to be functional.</p> <p>Emergency exit signs function as designed, exits are unobstructed.</p> <p>Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).</p> |
| Structural: Structural Damage, Roofs | Good | <p>Actions were/will be taken to ensure:</p> <p>Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design.</p> <p>Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed.</p> <p>There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components.</p> |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | <p>The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Actions were/will be taken to ensure:</p> <p>There is no exposed broken glass accessible to pupils and staff.</p> <p>Exterior doors and gates are functioning and do not pose a security risk.</p> |

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

| | |
|----------------|------|
| Overall Rating | Fair |
|----------------|------|

Last updated: 1/23/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Subject | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
|--|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts / Literacy (grades 3-8 and 11) | 28% | 34% | 35% | 35% | 48% | 48% |
| Mathematics (grades 3-8 and 11) | 20% | 20% | 25% | 25% | 36% | 37% |

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.

Last updated: 1/25/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 260 | 257 | 98.85% | 33.85% |
| Male | 139 | 138 | 99.28% | 32.61% |
| Female | 121 | 119 | 98.35% | 35.29% |
| Black or African American | 34 | 34 | 100.00% | 17.65% |
| American Indian or Alaska Native | | | | |
| Asian | 26 | 26 | 100.00% | 50.00% |
| Filipino | -- | -- | -- | |
| Hispanic or Latino | 177 | 174 | 98.31% | 35.06% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | |
| White | -- | -- | -- | |
| Two or More Races | -- | -- | -- | |
| Socioeconomically Disadvantaged | 252 | 249 | 98.81% | 32.93% |
| English Learners | 161 | 158 | 98.14% | 32.91% |
| Students with Disabilities | 50 | 50 | 100.00% | 18.00% |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | -- | -- | -- | |

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

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

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

Last updated: 1/25/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 260 | 259 | 99.62% | 19.69% |
| Male | 139 | 139 | 100.00% | 21.58% |
| Female | 121 | 120 | 99.17% | 17.50% |
| Black or African American | 34 | 34 | 100.00% | -- |
| American Indian or Alaska Native | | | | |
| Asian | 26 | 26 | 100.00% | 30.77% |
| Filipino | -- | -- | -- | |
| Hispanic or Latino | 177 | 176 | 99.44% | 18.75% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | |
| White | -- | -- | -- | |
| Two or More Races | -- | -- | -- | |
| Socioeconomically Disadvantaged | 252 | 251 | 99.60% | 18.33% |
| English Learners | 161 | 160 | 99.38% | 18.75% |
| Students with Disabilities | 50 | 50 | 100.00% | |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | -- | -- | -- | |

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

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

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

Last updated: 1/25/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 47.0% | 27.0% | 46.0% | 40.0% | 56% | 54% |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/25/2018

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

California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
|-------------|--|-------------------------------|------------------------------|
| | Four of Six Fitness Standards | Five of Six Fitness Standards | Six of Six Fitness Standards |
| 5 | 27.1% | 20.0% | 12.9% |

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.

Last updated: 1/25/2018

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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 Report Card, Multiple Method Math Instruction, School Wide Data Review, Efficacy and Mindset practices)
- Family Literacy Night
- Family STEM 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, and a series of educational parent 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.

The African American Advisory Committee meets monthly to review data and deliver input on programs and needs.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

PTA- The Wilson PTA was formed in January 2017. The board meets monthly and General Association meetings occur 3 times per year. The PTA is instrumental in partnering with all other groups to assist with parent nights, school functions such as the Spelling Bee, Math Olympiad, and fundraising for student activities and needs.

State Priority: Pupil Engagement

Last updated: 1/17/2018

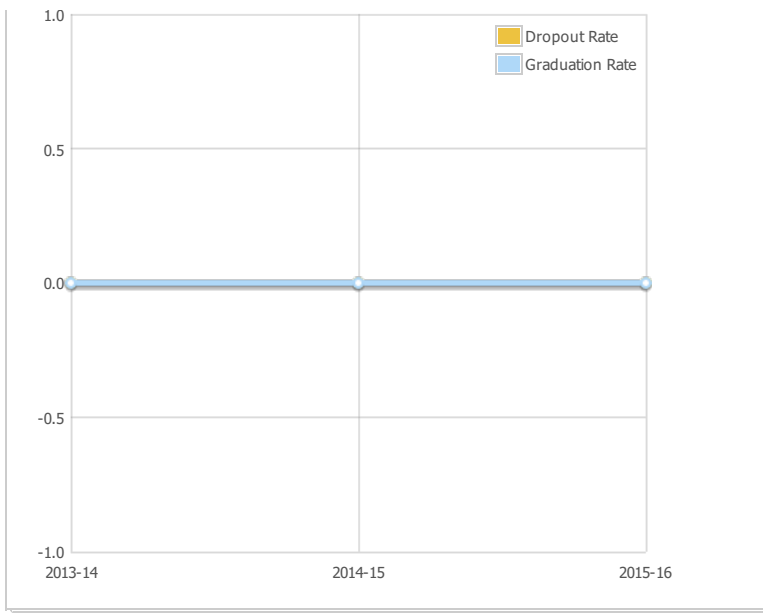
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 11.5% | 10.7% | 9.7% |
| Graduation Rate | 0.0% | 0.0% | 0.0% | 77.7% | 84.7% | 83.1% | 81.0% | 82.3% | 83.8% |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



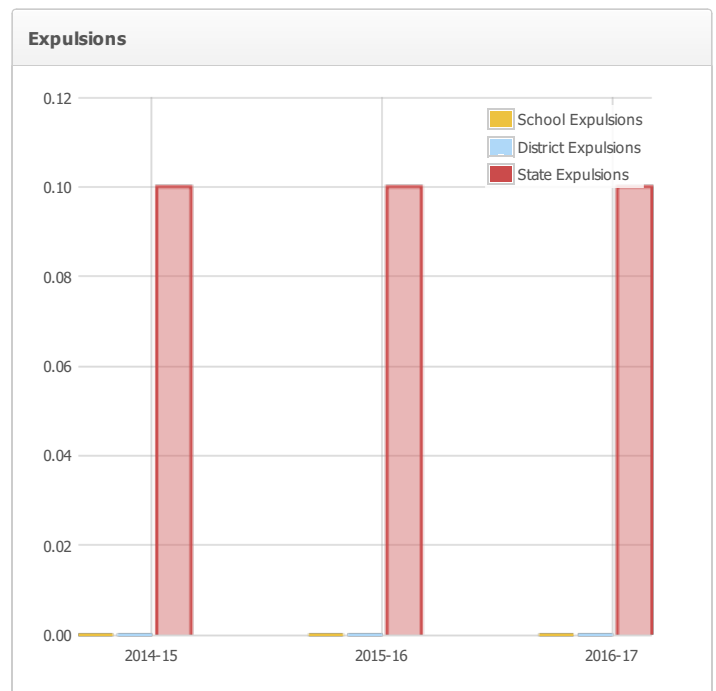
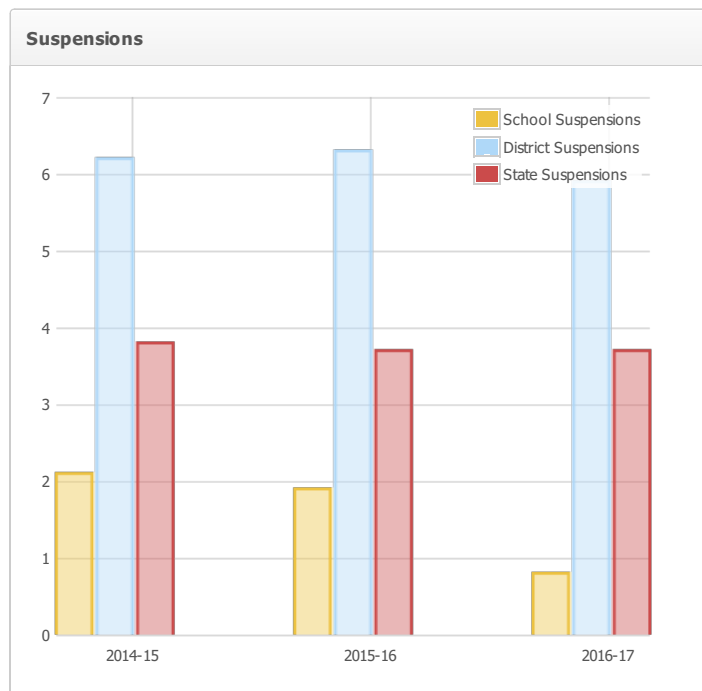
State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 2.1% | 1.9% | 0.8% | 6.2% | 6.3% | 5.9% | 3.8% | 3.7% | 3.7% |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |



Last updated: 1/25/2018

School Safety Plan (School Year 2017-18)

Last revised 2/2/2016 by Elizabeth Montes-Nation, Coordinator-Disaster Preparedness and Safety

Safety Plan Overview: The emergency organizational structure identified in the school site's plan is consistent with the federally mandated National Incident Management System (SIMS), and the State of California's Standardized Emergency Management System (SEMS), and it effectively structures emergency response at all levels in compliance with the Incident Command System. Preparedness efforts include the assignment of Disaster Service Workers and their responsibilities, routine earthquake and fire drills, review of Emergency Response roles/actions, evacuation procedures, as well as bomb threat procedures, reunification procedures, provision of emergency supplies, exercise drills such as lockdowns and shelter-in-place, and WCCUSD's Guidelines for Threat Assessment and Management Process.

Last updated: 1/3/2018

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.

Federal Intervention Program (School Year 2017-18)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2017-2018 | 2004-2005 |
| Year in Program Improvement | Year 1 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 20 |
| Percent of Schools Currently in Program Improvement | N/A | 60.6% |

Last updated: 1/26/2018

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|-------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 24.0 | 0 | 3 | 0 | 22.0 | 0 | 3 | 0 | 24.0 | 0 | 3 | 0 |
| 1 | 24.0 | 0 | 3 | 0 | 24.0 | 0 | 3 | 0 | 22.0 | 0 | 3 | 0 |
| 2 | 21.0 | 0 | 3 | 0 | 23.0 | 0 | 3 | 0 | 21.0 | 1 | 2 | 0 |
| 3 | 22.0 | 1 | 3 | 0 | 19.0 | 2 | 1 | 0 | 20.0 | 2 | 2 | 0 |
| 4 | 33.0 | 0 | 0 | 2 | 30.0 | 0 | 1 | 2 | 33.0 | 0 | 0 | 1 |
| 5 | 32.0 | 0 | 2 | 0 | 31.0 | 0 | 2 | 0 | 33.0 | 0 | 1 | 1 |
| 6 | 27.0 | 1 | 1 | 1 | 33.0 | 0 | 0 | 2 | 33.0 | 0 | 1 | 1 |
| Other | 0.0 | 0 | 0 | 0 | 12.0 | 1 | 0 | 0 | 15.0 | 1 | 0 | 0 |

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

Last updated: 1/25/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 0.0 | 0.0 |
| Counselor (Social/Behavioral or Career Development) | 0.0 | N/A |
| Library Media Teacher (Librarian) | 0.0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0.2 | N/A |
| Psychologist | 0.3 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.0 | N/A |
| Speech/Language/Hearing Specialist | 1.0 | N/A |
| Resource Specialist (non-teaching) | 1.0 | N/A |
| Other | 0.0 | N/A |

Note: Cells with N/A values 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.

Last updated: 1/19/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$14798.3 | \$5177.3 | \$9621.0 | \$60970.2 |
| District | N/A | N/A | \$10107.3 | \$61169.5 |
| Percent Difference – School Site and District | N/A | N/A | -4.9% | -0.3% |
| State | N/A | N/A | \$6574.0 | \$79228.0 |
| Percent Difference – School Site and State | N/A | N/A | 37.6% | -26.1% |

Note: Cells with N/A values do not require data.

Last updated: 1/18/2018

Types of Services Funded (Fiscal Year 2016-17)

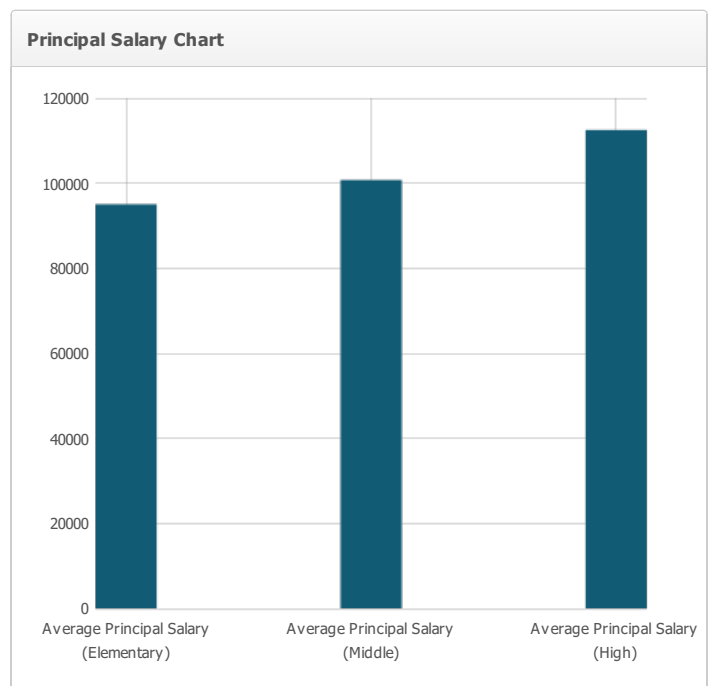
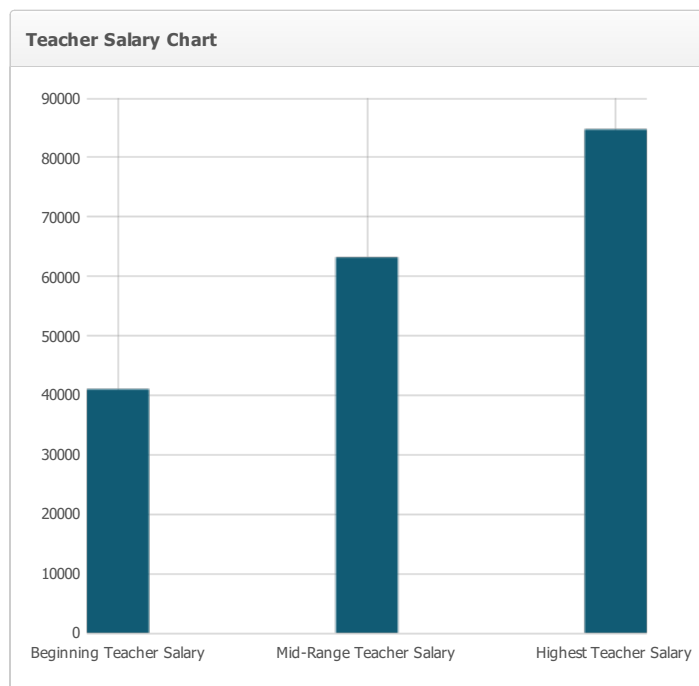
- LEARNING CENTERS - RESPONSE TO INTERVENTION
- PARENT ENGAGEMENT
- SCHOOL SUPPORT-DATA & ACCOUNTABILTY
- TITLE I PARENT INVOLVEMENT
- TITLE I PROFESSIONAL DEVELOPMENT
- VISUAL & PERFORMING ARTS - WHOLE CHILD

Last updated: 1/18/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$41,021 | \$47,808 |
| Mid-Range Teacher Salary | \$63,219 | \$73,555 |
| Highest Teacher Salary | \$84,748 | \$95,850 |
| Average Principal Salary (Elementary) | \$95,040 | \$120,448 |
| Average Principal Salary (Middle) | \$100,743 | \$125,592 |
| Average Principal Salary (High) | \$112,510 | \$138,175 |
| Superintendent Salary | \$231,795 | \$264,457 |
| Percent of Budget for Teacher Salaries | 30.0% | 35.0% |
| Percent of Budget for Administrative Salaries | 5.0% | 5.0% |

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



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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:

- START 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 Instructional Support Model in which all students are being taught literacy skills in small groups.
- ? School wide commitment to implement the use of collaborative conversations throughout all areas of the curriculum.
- ? School wide commitment to use the Accelerated Reader program in every classroom as a means to improve reading skills for all students.
- ? Within the scope of these goals, student progress and need will be consistently and continuously monitored through Data Driven Instruction (DDI) cycles.

Professional developments to address these goals include:

- Ongoing workshops addressing strategies that promote effective reading and writing skills.
- 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.
- Collaborative study groups that meet and discuss educational books and articles (Bold Moves for Schools).
- Efficacy training for entire staff.
- 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 at 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.

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