



Wilson Elementary

955 East Tulare Avenue • Tulare, CA 93274 • (559) 685-7260 • Grades K-5

John Pendleton, Principal

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<http://wilson.tcsdk8.org/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Tulare City School District

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District Governing Board

Melissa Janes

Irene Henderson

Daniel Enriquez

Teresa Garcia

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District Administration

Brian Hollingshead

Superintendent

Philip Pierschbacher

**Assistant Superintendent,
Personnel**

Joyce Nunes

**Assistant Superintendent,
Business/Psychological Services**

Paula Adair

**Assistant Superintendent, Student
Services**

School Description

Principal's Message: Named after President Woodrow Wilson, our school opened its doors to the public in 1920. As the oldest school in the district, members of our school community take great pride in the fact that many of Tulare's most notable citizens attended Wilson. The list of famous alumni include: Admiral Elmo Zumwalt Jr., former Chief of U.S. Naval Operations; Two-time Olympic Gold Medalist and U.S. Congressman, Bob Mathias; Olympic Gold Medalist Sim Iness; and two-time winner of the Kremer Prize for human-powered flight and pilot of the first human-powered flight across the English Channel, Bryan Allen.

The mission of Wilson School is to provide all Warriors with a balanced education based on the virtues of developing strong moral character and creative problem solving skills for life. Through the delivery of rigorous curriculum, caring support, and assistance provided by the members of our school community, we are committed to closing the opportunity gap. Involvement in activities that will ultimately empower our student's freedom of choice as they explore future college and career opportunities, guides our actions. To ensure a bright and healthy future for all members of the Warrior Nation is our passion and our legacy.

The Warrior staff consists of 24 classroom teachers, one principal, one administrative intern, two RTI teachers, and one RSP instructor, who address the academic and social needs of students in grades TK through fifth. Staff and students receive supplemental support and assistance from 12 part-time instructional aides, one library aide, one full time and one part-time secretary, two custodians, and three lunch servers. Wilson School serves as a preschool program site. Operated by the district, the program maintains two teachers and four instructional aides. Preschool offers two classroom sessions (morning and afternoon).

The staff of Wilson School is dedicated to improving the academic performance of each student. Designated as an AVID Showcase School, we continue to explore and implement measures designed to increase student achievement. In addition to extensive AVID training and school-wide planning, all teachers are actively involved in the Instructional Rounds process. Guided by a strategic approach to the analysis of data and planning, staff members are dedicated to improving their ability to identify materials and strategies that best suit the individual needs of our students.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	103
Grade 1	88
Grade 2	82
Grade 3	77
Grade 4	63
Grade 5	61
Total Enrollment	474

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	0.2
Hispanic or Latino	86.7
White	7
Two or More Races	1.9
Socioeconomically Disadvantaged	94.3
English Learners	32.5
Students with Disabilities	5.9
Foster Youth	2.1
Homeless	2.7

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 for Wilson Elementary	17-18	18-19	19-20
With Full Credential	23	23	22
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Tulare City School	17-18	18-19	19-20
With Full Credential	♦	♦	9
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Wilson Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

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

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

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

The district uses effective, research-based, high interest, up-to-date textbooks and instructional materials. The textbook adoption is aligned with the State Standards adopted by the State Board of Education (SBE). Students are provided quality textbooks in each subject area. In addition to the hardcover and consumable textbooks, the district supports the integrated use of educational technology. All classrooms and libraries have computer and Internet capabilities.

Students in the Tulare City School District have access to copies of the standards-aligned textbooks, approved by the California Board of Education, and instructional materials in the core curriculum areas of reading/language arts, math, science, history/social science, and health.

Textbooks and Instructional Materials

Year and month in which data were collected: 11/6/19

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Company/Benchmark Advanced, (TK-6) Basic with California English Language Development (Program Type 2), 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	By local governing board, TCSD Mathematics Units of Study 2015 (K-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Macmillan/McGraw-Hill, Macmillan/McGraw-Hill California Science, 2008, (K-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Studies Weekly, California Edition, American Legacy Publishing (K-6), 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Maintaining a safe and orderly learning environment for all members of the Wilson school community is an ongoing process. This process involves adherence to safety procedures and the maintenance of a "user friendly" school facility. Guided by the elements found within the Comprehensive School Safety Plan and Crisis Management Plan, all members of the Wilson staff and student body take part in regularly scheduled evacuation drills. In addition to conducting an annual review of safety procedures, the site administrator and selected staff members review and revise campus supervision plans [before, during, and after school] once a trimester.

To better ensure the safety and well-being of our students and colleagues, a member of the faculty serves as Wilson School's site representative at district sponsored, monthly Cal-OSHA meetings. In turn, this representative provides updates to staff on safety and health related issues. The Wilson campus is maintained in a manner that is supportive of a positive learning experience. Classrooms are clean and provide a safe environment in which students and teachers can work. Our cafeteria serves as a multipurpose facility for both food service and large-scale events or meetings. Several modifications were made to the Wilson Library in 2010. Built in 1942, the library now houses a mini-computer lab, all new shelving, and new student furniture. In 2013, Wilson School benefited from a cooperative effort between the school district and the City of Tulare, to install a pedestrian crossing system in front of school on Tulare Avenue. Additional campus improvements made between 2014 and 2019 have included the following: 1) Relocating the Kindergarten playground to the interior quad of our campus; 2) Expanding bus and student loading zones; 4) Installing cement entry ramps to classrooms in the 300 wing; 4) Creating a student seating area located at the western corner of the cafeteria and an expanded play area west of the basketball courts; and 5) Installing a new playground structure with a drinking fountain and seating area on the upper grades playground.

Members of the Wilson School Community take pride in our standing as the oldest school in the district. That pride is clearly demonstrated in the appearance of the well-maintained buildings and campus landscaping. The original school structure was erected in 1920, with the present structure having been built in 1954. A new cafeteria was completed in 1997, and four portable classrooms were added in 2003. The Tulare City School District provides ongoing maintenance and repair for all permanent and portable buildings on our site, as well as throughout the district. Additionally, all school restroom facilities for pupils and adults are maintained so that they are functional and meet local hygiene standards generally applicable to public facilities. In order to sustain this level of service, the district has established a facilities inspection system to ensure that all school buildings meet the standards listed above.

The school grounds, buildings, and restrooms are kept clean, safe, and regularly maintained. Our school has a morning custodian from 6:30 A.M. to 3:30 P.M. and an evening custodian from 12:30 P.M. to 9:00 P.M. Custodians are regularly monitored and evaluated by the building principal and Director of Custodians to ensure that all schools are safely maintained and cleaned. In addition to the assigned school custodians, the district has a general maintenance crew that takes care of major repairs (plumbing, heating, cooling, gas, electrical, carpeting, and painting). The district has a work order repair procedure that allows the school principal to communicate needed repairs directly to the district maintenance department. The Maintenance Director in turn, assigns the work to maintenance specialists who complete the repairs. When deemed necessary, the district will hire an independent contractor to handle repairs that may be beyond the scope of the district's resources. Repairs are made on an ongoing basis.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 5/23/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	18	15	33	36	50	50
Math	8	9	22	22	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	27.0	17.5	7.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	198	197	99.49	15.23
Male	97	97	100.00	17.53
Female	101	100	99.01	13.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	177	176	99.44	14.77
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	189	188	99.47	14.89
English Learners	82	81	98.78	16.05
Students with Disabilities	22	22	100.00	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	198	197	99.49	9.14
Male	97	97	100.00	13.40
Female	101	100	99.01	5.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	177	176	99.44	8.52
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	189	188	99.47	8.51
English Learners	82	81	98.78	7.41
Students with Disabilities	22	22	100.00	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Wilson Elementary School recognizes the importance of parental involvement in school. We encourage members of our school community to take an active role in the educational activities that occur on our campus. Participation may include taking part in one or more of the following areas of interest: Serving as a volunteer in class or in our Library; enrolling in a school-sponsored parent education course; membership by election on our School Site Council (SSC) and/or English Learner Advisory Committee (ELAC); or becoming an active member of Wilson School's Parent Teacher Organization (PTO). For further information on how you can become more involved on your campus, please contact Mr. John Pendleton, Principal, at (559) 685-7260.

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.

School Safety Plan

Providing a safe and productive learning environment is of the utmost importance to each member of the Wilson staff. To ensure a high level of emergency preparedness, each school in our district has developed and implemented a Comprehensive School Safety Plan and Crisis Management Plan designed to address all probable disaster scenarios. Universal in design, yet tailored to meet the unique needs of Wilson School, this plan is reviewed and updated annually by school personnel, parents, and community members. In addition, a thorough review of the plan by all faculty members, is conducted prior to the start of each new school year. The School Safety Plan was last reviewed and updated by members of the Wilson School Site Council in June 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.3	2.2	2.2
Expulsions Rate	0.1	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

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

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	2.0
Other	1.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	6		20	2	5		21	2	3	
1	21	2	2		23		4		18	2	3	
2	24		3		25		3		21	1	3	
3	21	1	2		24		3		26		3	
4	32		2		33		1	1	32		1	1
5	27	1		2	26	1	2		31		2	
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	1

Tulare City School District (TCSD) is committed to providing on going professional development to all staff members. The District has three effective educational practices (EIP's) that serve as the focus for all professional learning opportunities: Depth of Knowledge; Student Engagement; Checking for Understanding. Annually, staff are surveyed to determine needs and interests, data is reviewed and feedback is obtained in order to determine areas for ongoing professional development. Professional development is a part of every site plan and a major component of instructional support to departments. The District's professional development program provides opportunities for teachers to implement the district's adopted and supplemental curriculum for all students, implement State standards, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Professional development and ongoing support is delivered in numerous ways: District sponsored days, in class coaching, after school workshops, conference/workshop attendance, early release days, summer sessions, and sub release time.

In addition to optional professional development sessions, the following opportunities were provided:

Early Release Professional Development Day(s):

2013-14: 9
 2014-15: 22
 2015-16: 27
 2016-17: 28
 2017-18: 34
 2018-19: 34
 2019-20: 35

District Professional Development Day(s):

2013-14: 1
 2014-15: 2
 2015-16: 0
 2016-17: 1
 2017-18: 1
 2018-19: 1
 2019-20: 1

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,155	\$45,741
Mid-Range Teacher Salary	\$81,080	\$81,840
Highest Teacher Salary	\$96,734	\$102,065
Average Principal Salary (ES)	\$125,176	\$129,221
Average Principal Salary (MS)	\$126,414	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$179,318	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,386	\$2,162	\$8,224	\$73,149
District	N/A	N/A	\$8,818	\$81,695.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-7.0	-12.6
School Site/ State	11.0	-10.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

The following is a list of Federal and State funded programs that are provided to schools in Tulare City School District:

Title I (Helping Disadvantaged Students Meet Standards)
Title II (Improving Teacher Quality)
Title III (for Limited English Proficient Students)
IDEA-Special Education
Lottery Proposition 20: Instructional Materials
Local Control Funding Formula (LCFF)
Base Grant Funding
Supplemental Grant Funding
Concentration Grant Funding
LCFF Funds support:
Gifted and Talented Education (GATE)
New Teacher Support Systems (NTSS)
Class Size Reduction (CSR)
Hourly Programs (extended day/year education)/Summer School
Community-Based English Tutoring (CBET)
School Safety and Violence Prevention
Instructional Materials
Educational Technology
Professional Development
Advancement Via Individual Determination (AVID)
Community Day School
Visual and Performing Arts (VAPA)
Counselors
Preschool
Enrichment Activities
Intervention (MTSS)
Response to Intervention Teachers
Tulare Support School
School Libraries
Athletic Program
English Language Learners
Foster Youth
Alternative Education
Health and Welfare
Home to school transportation

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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