

Wilson Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Wilson Elementary School
Street	3775 Bodega Ave.
City, State, Zip	Petaluma, CA 94952
Phone Number	(707) 765-4340
Principal	Sheila Garvey
Email Address	sgarvey@wilmarusd.org
Website	www.wilsonschoolpetaluma.org
County-District-School (CDS) Code	49 71019 6052344

Entity	Contact Information
District Name	Wilmar Union School District
Phone Number	(707) 765-4340
Superintendent	Sheila Garvey
Email Address	sgarvey@wilmarusd.org
Website	www.wilsonschoolorpetaluma.org

School Description and Mission Statement (School Year 2019-20)

Wilson Elementary School has an excellent reputation as an engaging environment in which children develop academically as well as socially and emotionally. The staff, students, and parents are committed to a high standard of academics and character education. We pride ourselves on the strong results from the California Assessment of Student Performance and Progress (CAASPP) and our implementation of the Common Core State Standards. We are very proud of this academic success, but are equally proud of how our students continue to succeed after leaving Wilson School.

To encourage high academic learning and positive social behavior, our Students of the Month program is based equally on academic subjects and character traits. Students chosen for this honor are recognized at our monthly Board of Education meetings. Students are also recognized by teachers at our weekly assembly for displaying good character traits through our “WOW” program (Wilson’s Outstanding Wildcats). The statistics you will see on the following pages tell only part of the story.

We invite you to visit Wilson School to see how our small learning community is a wonderful place for children to grow into responsible, thoughtful, educated, confident, healthy and happy community members. When you visit, you will see how a small, rural school is preparing its students to become intelligent, hardworking, emotionally and mentally strong, compassionate and responsible 21st century citizens.

School Mission Statement:

We, the Wilmar Union Elementary School District, in partnership with our parents and our community lay the foundation of our children’s education. We hold our students, and ourselves, to high standards by providing high quality instruction and materials. We assess our students’ abilities, and then teach them so that they may reach their highest academic potential. We create a safe, caring environment in which children can develop well-rounded interests and where they learn to respect and value others as contributing members of a community that supports a life-long love of learning.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	56
Grade 1	31
Grade 2	43
Grade 3	29
Grade 4	35
Grade 5	22
Grade 6	27
Total Enrollment	243

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	1.2
Asian	1.2
Filipino	0.4
Hispanic or Latino	16.5
Native Hawaiian or Pacific Islander	1.2
White	76.5
Two or More Races	2.1
Socioeconomically Disadvantaged	28.8
English Learners	9.5
Students with Disabilities	12.3
Foster Youth	0.4
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	11.8	12.3	11.3	11.3
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

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

Year and month in which data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Education, Reading Street K-6 c. 2013	Yes	0
Mathematics	Houghton Mifflin Harcourt Math Expressions California 2013 Adopted November 2017	Yes	0
Science	Macmillan/McGraw-Hill, (K-5, c. 2008) Pearson/Prentice-Hall, (6 grade, c. 2008)	Yes	0
History-Social Science	Pearson Education My World Adopted December 2018, K-6	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Wilson Elementary School was established in 1863. Our current buildings were erected in 1957, modernized in 2003 and remodeled in 2015. The school has 11 regular classrooms, a library, computer lab, multipurpose room, and three portable classrooms used for instruction. Physical Education/play facilities include three playgrounds (TK & Kindergarten, 1st-3rd grades and 4th-6th grades), a soccer/football field, and a baseball field with a track around it that is ADA accessible.

In March of 2010 Wilson Elementary School completed a mile-long water pipeline project to bring Petaluma City drinking water to the school. The water project was an eleven-year pursuit to bring drinking water from the City of Petaluma to Wilson School. We now have a reliable source of drinking water and only use our well water for irrigation. The Wilson School Water Project was paid for by Federal and State funds through the American Recovery and Reinvestment Act of 2009.

In November 2012, our community voted to pass Measure P to bring needed funds to upgrade and remodel our facilities and to improve our technology infrastructure. In the summer of 2014 Bond work was completed to replace a major portion of our sewer system, to expand and remodel our main office and to replace the louvered windows in all classrooms. During the summer of 2015, every regular classroom was remodeled with new flooring, new wall coverings and new ceiling tiles. Insulation was added to the ceiling to make the school more energy efficient. In the 2017-18 school year we have converted all of our lighting to LED lights and plan to add Solar Power to our campus in 2019-20.

All facilities are kept in safe and clean condition. Buildings and grounds are clean and routinely inspected, maintained, repaired or upgraded as needed.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: January 4, 2019

System Inspected	Rating	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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	64	79	64	79	50	50
Mathematics (grades 3-8 and 11)	61	77	61	77	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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	112	108	96.43	3.57	78.70
Male	55	52	94.55	5.45	73.08
Female	57	56	98.25	1.75	83.93
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	20	20	100.00	0.00	65.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	85	82	96.47	3.53	81.71

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	40	39	97.50	2.50	69.23
English Learners	13	13	100.00	0.00	61.54
Students with Disabilities	20	18	90.00	10.00	38.89
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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	112	108	96.43	3.57	76.85
Male	55	52	94.55	5.45	73.08
Female	57	56	98.25	1.75	80.36
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	20	20	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	85	82	96.47	3.53	84.15
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	40	39	97.50	2.50	66.67
English Learners	13	13	100.00	0.00	53.85
Students with Disabilities	20	18	90.00	10.00	27.78
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	5.0	25.0	55.0

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.

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)

At Wilson School, parents are encouraged to take an active role in the life of the school, and we are pleased to have many parent volunteers. We have strong community support through the Parent Teacher Association (PTA) as well as with active parent involvement in the classroom, on field trips, during extra curricular activities, and with campus beautification. PTA fundraisers such as our annual walk-a-thon and school festivals provide additional funds for various school improvements, student field trips and community activities. Some of the special events are the Gifts from the Heart craft day where each student can hand make several gifts for family members during the holidays, the Daughters' Ball and the Mother & Son camp out. After school programs include enrichment classes, sports, and after school child care. Wilson community events give parents opportunities for leadership and input into the goals and activities of the school. The foundation of our students' success is the collaboration and involvement of parents and community members with the staff and students. We strive to identify and to connect with the resources of our learning community in both formal and informal ways. Adults and older students are welcome to be involved in our classrooms, on our playground, and in all support programs of the school. These include our library, the "Think Tank" technology and creative lab, academic and social mentoring, school garden, and a wide variety of others. Formally, our PTA and School Site Council seek the involvement of parents and other community members. We recently partnered with Mentor Me, a local organization to begin matching individual students who need consistent adult support to an adult mentor. Our newsletters and annual survey seek parent input and creative ideas. Wilson's sense of community is well developed.

For more information on how to become involved, contact Danielle Javadi Fong, our PTA president at (707) 765-4340.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	0.0	0.0	0.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety Plan is reviewed, updated, and discussed with school faculty each year in January. Key elements of the plan include drills for earthquakes, fires, and general safety as well as crisis intervention plans. Parents can access the Safety Plan in the school office.

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.

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		3		19	3			19	3		
1	15	2			23		2		16	2		
2	16	2			16	1	1		22		2	
3	22		1		18	1	1		29		1	
4	27		1		25		1		35			1
5	33			1	29		1		22		1	
6	24		1		32		1		27		1	
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.

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

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,544	\$2,233	\$7,311	\$64,568
District	N/A	N/A	N/A	\$64,568.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	-2.6	-0.6

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 (Fiscal Year 2018-19)

The following is a list of Federal and State funded programs that are provided to students:

- Title I (Basic Grant)
- Title III (for Limited English Proficient Students)
- Special Education
- National School Lunch Program
- Grade Span Adjustment (GSA)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,975	\$45,252
Mid-Range Teacher Salary	\$65,145	\$65,210
Highest Teacher Salary	\$84,436	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$137,147	\$124,686
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	6%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Wilmar Union Elementary School District devotes three days each school year to teachers' professional development. The school uses the Professional Learning Community (PLC) approach where teachers and administration work collaboratively to choose the focus for staff development. We continue to focus on teaching strategies that support 21st Century Skills of: Critical Thinking, Communication, Collaboration, and Creativity.

All teachers are also encouraged to participate in workshops, conferences, and other training that will enhance instructional practices. Teachers give reports to the whole faculty from the training they attend.

Teachers new to the profession participate in the North Coast Teacher Induction Program (NCTIP), designed to support new teachers through training and individual coaching.

During the 2019-20 school year we used a collaborative approach to determine the need for additional training in the use of interventions in the general education setting. The teaching staff was trained in Peer Assisted Learning Strategies (PALS) in August of 2019. PALS was implemented in classrooms in the 2019-20 school year.