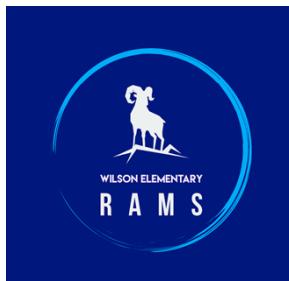# Wilson Elementary School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the 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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Wilson Elementary School
Street	409 Magnolia Street
City, State, Zip	Gridley, CA 94948
Phone Number	(530) 846-3675
Principal	Minden King
Email Address	minden.king@gusd.org
School Website	www.wilson.gusd.org
Grade Span	2-5
County-District-School (CDS) Code	04-75507-6003172

2025-26 District Contact Information

District Name	Gridley Unified School District
Phone Number	(530) 846-4721
Superintendent	Justin Kern
Email Address	jkern@gusd.org
District Website	www.gusd.org

2025-26 School Description and Mission Statement

Wilson Elementary is a school deeply rooted in the warm embrace of the Gridley community. Our campus is situated amid the fertile fields that define our landscape—the endless rice fields and blooming orchards that anchor our agricultural heritage. We are a school where faces are familiar and community bonds are strong. Wilson Elementary thrives on the high level of parental and community involvement, viewing our families as essential partners in every student's journey.

At Wilson Elementary, we believe every child can achieve greatness. As a collaborative school community, we dedicate ourselves to engaging students in high-quality learning experiences each day. We cultivate this strong family support in a unified effort to prepare our students for academic success in secondary education while nurturing their social-emotional wellbeing, ensuring lifelong health and happiness for all.

2025-26 School Description and Mission Statement

As we reflect on our strengths and look toward a future where every student in Gridley achieves greatness, Wilson Elementary School has established five ambitious goals. These goals are designed to strengthen the foundation of our learning environment, enhance our instructional quality, and deepen the vital partnerships we share with our families and community. Each objective works synergistically to ensure we are cultivating not only academic success but also the well-being of our students. Our focus for the coming year will be directed toward the following key areas:

Goal #1: Social-Emotional Wellbeing and Engagement. Wilson Elementary will teach social-emotional competencies, improve student engagement (including attendance), and reduce problem behavior in school.

Goal #2: Strengthening Collective Efficacy. Wilson Elementary will continue building collective efficacy to collaboratively design and deliver a quality comprehensive educational program for all students.

Goal #3: Effective Interventions. Wilson Elementary will provide efficient and effective interventions for students who are at risk of not meeting the end-of-year grade-level standards.

Goal #4: Deepening Community and Parent Partnerships. Wilson Elementary will establish strong community and parent partnerships by offering multiple opportunities to connect, engage, and understand students' educational progress.

Goal #5: Enhancing Our Learning Environment. Wilson Elementary will improve building facilities and beautify school grounds to create a more welcoming and inviting environment for students, families, and the wider community.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	128
Grade 3	148
Grade 4	139
Grade 5	129
Total Enrollment	544

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	51.8
Non-Binary	0.2
American Indian or Alaska Native	0.6
Asian	3.5
Black or African American	1.1
Hispanic or Latino	57.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	4
White	33.3
English Learners	23
Foster Youth	0.4
Homeless	1.8
Migrant	2.9
Socioeconomically Disadvantaged	80.3
Students with Disabilities	20

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22	91.86	89.1	89.84	234405.2	84
Intern Credential Holders Properly Assigned	1	4.17	1.5	1.51	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	1.5	1.6	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.2	2.29	11953.1	4.28
Unknown/Incomplete/NA	0.9	3.96	4.7	4.74	15831.9	5.67
Total Teaching Positions	23.9	100	99.2	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.4	92.14	86.7	85.83	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4	3.96	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	7.86	3.9	3.86	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	3.1	3.14	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.2	3.21	14303.8	5.15
Total Teaching Positions	25.4	100	101.1	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.1	87.55	90.2	90.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0.8	0.8	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	12.45	3.5	3.52	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	4.4	4.48	12112.8	4.34
Unknown/Incomplete/NA	0	0	0.8	0.8	13705.8	4.91
Total Teaching Positions	24.1	100	99.8	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	2
Misassignments	0.00	1	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	2	3

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	2.2	3.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt - Into Reading K-5 (2023) & English 3D Program (2024)	0%
Mathematics	Houghton Mifflin Harcourt - Go Math K-5 (2022)	0%
Science	McGraw Hill - California Inspire Science K-5 (2022)	0%
History-Social Science	Savvas California History - myWorld Interactive K-5 (2022)	0%
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

For more than 60 years, Wilson Elementary School has evolved into a safe and student-centered environment. Students are protected by an enclosed gate which includes secured and video-monitored entrances and exits. Our 2.5 custodians as well as our maintenance and landscaping staff keep the campus clean and functioning throughout the year.

Our expansive campus consists of the following structures and improvements:
A main hall which houses 13 classrooms, faculty collaboration spaces, a Front Office, Media Center, Speech-Therapy Room, various offices, student and faculty bathrooms
An additional 11 portables house general and special education classrooms, intervention and support services spaces including a campus wellness center
In 2018, new and permanent portable classrooms as well as additional staff and student bathrooms were built
In 2019, improvements were made to the blacktop, fields, and outside playground areas

School Facility Conditions and Planned Improvements

In 2021-22, all-new internet writing provides necessary upgrades for classrooms as well as an Occupational Therapy/Sensory Room to provide students with and without disabilities their much-needed access to sensory breaks, private and quiet testing areas, as well as calming space for students who require de-escalation strategies.

All facilities are in good condition and we continue to improve our campus and facilities yearly.

Finally, as we look ahead, the portable cafeteria building is planned for reconstruction within the broader GUSD facilities plan. A new building which is purpose-built for students to eat, play, and perform indoors will carry on our journey of improving the Wilson Elementary School campus.

Year and month of the most recent FIT report	December 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Several Ceiling tiles need to be replaced in cafeteria and a couple in room 9, however new construction to begin in 2026.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			5th grade girls' RR receptacle not working. Capping off due to ongoing vandalism issues.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Six classroom drinking fountains need to be repaired ; plan is to be replaced by water refill stations
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	41	42	48	50	47	48
Mathematics (grades 3-8 and 11)	41	33	34	33	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	426	416	97.65	2.35	41.83
Female	197	194	98.48	1.52	48.45
Male	228	221	96.93	3.07	36.20
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	46.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	238	233	97.90	2.10	34.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	81.82
White	152	149	98.03	1.97	49.66
English Learners	91	89	97.80	2.20	8.99
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	266	261	98.12	1.88	32.18
Students Receiving Migrant Education Services	16	16	100.00	0.00	31.25
Students with Disabilities	69	63	91.30	8.70	12.70

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	426	416	97.65	2.35	32.93
Female	197	194	98.48	1.52	31.44
Male	228	221	96.93	3.07	34.39
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	46.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	238	233	97.90	2.10	23.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	54.55
White	152	149	98.03	1.97	43.62
English Learners	91	89	97.80	2.20	11.24
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	266	261	98.12	1.88	22.99
Students Receiving Migrant Education Services	16	16	100.00	0.00	31.25
Students with Disabilities	69	63	91.30	8.70	9.52

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	36.5	31.25	33.51	35.81	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	132	128	96.97	3.03	31.25
Female	52	51	98.08	1.92	37.25
Male	80	77	96.25	3.75	27.27
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	73	71	97.26	2.74	22.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	45	44	97.78	2.22	43.18
English Learners	21	20	95.24	4.76	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	83	81	97.59	2.41	24.69
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	16	88.89	11.11	0.00

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	86.6	32.3	0	78	100

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

At Wilson Elementary School, we firmly believe that families are our essential partners in every student's educational journey. We warmly welcome and actively encourage family participation, ensuring they are connected to the life and learning happening on campus.

Our primary communication platform, Parent Square, and our website serves as the central hub for school information, announcements regarding family events, and a multitude of opportunities for engagement, including:

Staying Connected: Monthly school-wide calendars provide timely updates on events and key dates.

Teacher Communication: All classroom teachers utilize Parent Square for regular, consistent communication with families.

Literacy Events: Monthly "Books for Breakfast" and Family Literacy Night opportunities actively encourage parents to foster a love of reading and engage directly in the learning process.

STEM Engagement: Family STEM Night provides hands-on opportunities for parents and students to learn together.

Student Showcase: Our annual Winter Musical Showcase is an anticipated event where our students are given the opportunity to shine, demonstrating their talents and creativity for the entire community.

Community Wellness: The Health and Wellness Street Fair brings our community together to promote health and enrichment.

Campus Improvement: Garden Beautification Days invite families to invest their time in improving our school grounds and facilities.

Direct Involvement: Classroom volunteer opportunities ensure parents are actively involved in the daily life and learning of the school.

Our dedication to partnership is further demonstrated by our organizational support:

Parent-Teacher Association (PTA): Our highly active and growing PTA regularly organizes enriching community events, including movie nights, school dances, and critical fundraising opportunities.

School Site Council (SSC): Composed of 16 diverse representatives of parents and staff, the SSC thoughtfully weighs in on all major school decisions, ensuring a wide range of voices inform our direction.

English Learner Advisory Council (ELAC): The English Learner Advisory Council (ELAC) continues to provide valuable parent meetings where families can learn practical ways to support their child's educational growth at home. ELAC ensures all parents of our English Learners have an opportunity to be involved and have a voice regarding our English Learner Development (ELD) Program, and also enriches our cultural life by organizing vibrant events such as Día de los Muertos, and Día del Niño.

Through these formal and informal structures, we provide continuous, regular opportunities to build and strengthen our home-school partnership.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	606	572	120	21.0
Female	289	270	42	15.6
Male	316	301	78	25.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	20	1	5.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	344	329	71	21.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	24	22	6	27.3
White	202	189	37	19.6
English Learners	145	139	25	18.0
Foster Youth	--	--	--	--
Homeless	21	18	5	27.8
Socioeconomically Disadvantaged	490	466	107	23.0
Students Receiving Migrant Education Services	18	18	2	11.1
Students with Disabilities	119	113	35	31.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	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

This table displays suspensions data.

					Suspensions				
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.69	2.74	1.65	6.1	4.83	4.24	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

					Expulsions				
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.05	0.09	0.05	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.65	0.00
Female	1.04	0.00
Male	2.22	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.45	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.17	0.00
White	1.98	0.00
English Learners	0.69	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.84	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.36	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Wilson Elementary School is deeply committed to ensuring the safety and well-being of all students and staff. Our comprehensive approach to safety is well-documented and regularly practiced.

The Wilson School Safety Plan was approved by the local school site and officially Board Approved in 2025. This detailed plan outlines the protocols for a wide range of emergencies, including fire, earthquake, chemical accident, bomb threat, and dangerous intruder (lock-down). The complete plan is available for review in the front office and on the school's website.

We utilize the Catapult online emergency alert system for immediate notification of staff and emergency personnel. The current plan outlines specific staff responsibilities, procedures per emergency type, and is updated annually. By February 2026, Wilson Elementary will finalize a comprehensive update to the plan, including the in-classroom emergency guides to ensure all substitute teachers are fully equipped.

Preparedness is maintained through consistent practice: earthquake, fire, and lock-down drills occur monthly. All staff receive ongoing training on the school-wide plan, and regular discussions focus on student safety across the classroom, playground, cafeteria, and during drop-off and dismissal times.

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	26	0	21	0
3	26	0	20	1
4	26	4	16	0
5	27	4	16	0
6	0	0	0	0
Other	7	4	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	23	0	6	0
3	23	1	5	0
4	24	0	5	0
5	26	0	5	0
6	0	0	0	0
Other	9	4	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
2	20	3	3	
3	24		6	
4	27	1	4	
5	25	1	4	
Other	6	4		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.6

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,315	$2,627	$8,688	$94,280
District	N/A	N/A	$13,035	$93,528
Percent Difference - School Site and District	N/A	N/A	-40.0	0.8
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-24.8	1.7

Fiscal Year 2024-25 Types of Services Funded

Wilson Elementary's Multi-Tiered System of Support (MTSS) provides a comprehensive framework for quality instruction, aligned curriculum, and data-based decision-making. In every classroom, teachers utilize a continuous improvement process to precisely identify student needs. By analyzing both formative and summative assessments, educators gain a clear picture of student mastery, allowing them to design targeted interventions tailored to specific academic or behavioral gaps.

To ensure instruction remains responsive, Wilson employs fluid grouping. This flexible approach allows students to move seamlessly between tiers of support as their skills evolve. Classroom instruction is supplemented by a robust team of trained instructional aides who assist in delivering small-group and differentiated learning.

Data-Driven Interventions and Progress Monitoring
Our evidence-based interventions are designed to remediate foundational skills while proactively supporting social, emotional, and behavioral development. This year, the school-wide implementation of the EduClimber platform has further streamlined our ability to use real-time data to guide these decisions.

Fiscal Year 2024-25 Types of Services Funded

Tiered Support: Students performing below grade level receive intensive interventions within the classroom or from the specialized intervention team.

Close Monitoring: Student progress is tracked using valid and reliable measures.

A Collaborative Problem-Solving Approach
The faculty and staff at Wilson Elementary are dedicated to supporting students at risk of academic or behavioral challenges. Our MTSS intervention team—comprising administrators, certificated teachers, education specialists, speech-language therapists, and school counselors—uses a collaborative problem-solving model. Together, they review assessment data to identify student needs efficiently and ensure that resources are deployed where they will have the greatest impact.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$52,945	$57,978
Mid-Range Teacher Salary	$83,951	$89,612
Highest Teacher Salary	$119,997	$117,194
Average Principal Salary (Elementary)	$144,219	$143,632
Average Principal Salary (Middle)	$156,324	$149,447
Average Principal Salary (High)	$167,732	$162,334
Superintendent Salary	$199,305	$234,076
Percent of Budget for Teacher Salaries	30.52%	27.81%
Percent of Budget for Administrative Salaries	5.14%	5.47%

Professional Development

Our teachers, classified staff, and administration have participated in targeted professional development, coaching cycles, and specialized conferences designed to strengthen our collective capacity to support student success.

- Instructional coaching opportunities (including mini and full coaching cycles as well as team-based cycles)
-Into Reading implementation training and support
-ELD 360 Implementation training and support
- Literacy Professional Development
- Go Math implementation training and support
- MTSS Data Academy
- MTSS Statewide Conference
- Professional consultation, coaching, and feedback in the area of data-based decision making
- Adaptative Schools Training
-Read Live Implementation Training and support
- Rural Math Collaborative Math Leadership Team

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3