

Wilson Elementary

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 required by the State Board of Education.

About This School

Contact Information (School Year 2018–19)

District Contact Information (School Year 2018–19)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

Last updated: 1/10/2019

School Description and Mission Statement (School Year 2018–19)

Last updated: 1/16/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	52
Grade 1	71
Grade 2	70
Grade 3	64
Grade 4	69
Grade 5	51
Grade 6	52
Total Enrollment	429

Last updated: 1/23/2019

Student Enrollment by Student Group (School Year 2017—18)

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Last updated: 1/18/2019

Last updated: 1/18/2019

School Facility Conditions and Planned Improvements

Last updated: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

Overall Facility Rate

Year and month of the most recent FIT report: August 2018

Last updated: 6/24/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	240	240	100.00%	19.58%
Male	132	132	100.00%	20.45%
Female	108	108	100.00%	18.52%
Black or African American	29	29	100.00%	3.45%
American Indian or Alaska Native				
Asian	26	26	100.00%	30.77%
Filipino	--	--	--	
Hispanic or Latino	161	161	100.00%	19.25%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	214	214	100.00%	17.76%
English Learners	154	154	100.00%	20.78%
Students with Disabilities	43	43	100.00%	16.28%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

Last updated: 1/23/2019

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

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 or students in this category are too few to calculate.

Last updated: 1/23/2019

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 2018—19)

State Priority: Pupil Engagement

Last updated: 1/16/2019

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

- High schoolg

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.9%	0.8%	1.7%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Last updated: 1/23/2019

School Safety Plan (School Year 2018—19)

Last updated: 1/24/2019

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.

Academic Counselors and Other Support Staff (School Year 2017—18)

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

*One Full Time

Last updated: 1/18/2019

Last updated: 1/28/2019

Types of Services Funded (Fiscal Year 2017—18)

Last updated: 1/10/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

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

Last updated: 1/25/2019

Professional Development

- Ongoing common assessment data at each grade level

Wilson school goals include the following:

- School wide commitment to continue the Instructional Support Model in which all students are being taught literacy skills in small groups
- School wide commitment to implement best practices around innovative project based learning strategies in ELA and math.
- School wide commitment to use the Accelerated Reader program in every classroom as a means to improve reading skills for all students

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

Professional developments to address these goals include:

- Ongoing professional development sessions that involve collective efforts to implement creative and innovative teaching and learning strategies
- Standards based professional development.
- Writer's Workshop Training (district and onsite).
- Grade level planning days (onsite) .
- Collaboration days to analyze data using the DDI cycle of inquiry (onsite).
- Onsite peer observation cycles inclusive of all teachers observing each other and providing reflective feedback.
- A series of social/emotional workshops provided by onsite collaboration with Seneca.
- Teachers in their first three years of teaching receive professional development and support through TIP.
- Teachers and administrators attending professional development conferences, such as, UnboundEd Standards Institute, Innovate Public School Fellowship, and Leadership Community of Practices in partnership with the Chamberlain Foundation.

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

Last updated: 1/16/2019