

Wildwood Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Wildwood Elementary School
Street	301 Wildwood Ave
City, State, Zip	Piedmont, CA 94611-3817
Phone Number	(510) 594-2780
Principal	Carol Cramer
Email Address	ccramer@piedmont.k12.ca.us
School Website	http://www.piedmont.k12.ca.us/wildwood/
County-District-School (CDS) Code	01 61275 6002307

2022-23 District Contact Information

District Name	Piedmont City Unified School District
Phone Number	(510) 594-2600
Superintendent	Donald Evans
Email Address	devans@piedmont.k12.ca.us
District Website Address	http://www.piedmont.k12.ca.us/

2022-23 School Overview

Wildwood Elementary is a special place where children, educators, parents and community members come together as a school community. Teacher Specialists in Art, Library, Math, Music, PE, Reading, Science, and Technology, Classroom Paraeducators, Administrative and Custodial Staff help enrich our offerings and work closely with our dedicated classroom and special education teachers to provide a comprehensive elementary program for ALL students. Noticing our students for who they are as individuals and operating from core beliefs that all of our students can learn at high levels we work as a team to provide quality instruction that promotes creative and critical thinking in a safe, nurturing environment.

Our school values are Be Respectful, Be Responsible, Be Inclusive and Be A Problem Solver.

Wildwood Elementary School is located in Piedmont, a city of about 11,000 residents, nestled in the hills above the San Francisco Bay Area. It is one of three elementary schools serving around 275 students in grades K-5 in the Piedmont Unified School District.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	41
Grade 1	39
Grade 2	44
Grade 3	43
Grade 4	46
Grade 5	48
Total Enrollment	261

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.7
Male	56.3
American Indian or Alaska Native	0.0
Asian	13.0
Black or African American	1.1
Filipino	0.8
Hispanic or Latino	12.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	21.1
White	51.7
English Learners	2.3
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	2.7
Students with Disabilities	10.0

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

2020-21 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)	15.80	92.95	136.60	88.91	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	1.04	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.50	2.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.20	7.05	8.30	5.40	12115.80	4.41
Unknown	0.00	0.00	3.60	2.34	18854.30	6.86
Total Teaching Positions	17.00	100.00	153.60	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.20	
Total Out-of-Field Teachers	1.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Piedmont Unified School District sets a high priority upon ensuring that sufficient textbooks and instructional materials are available to support the school's instructional program. Piedmont Unified School district held a Public Hearing on September 28, 2022 and determined that each school in the District has sufficient and good quality textbooks and instructional materials. All students, including English Learners, are given their own individual standard aligned textbooks in core subjects. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks.

For 2021-22, all textbooks and instructional materials at Wildwood Elementary School were in adequate supply and fair to excellent condition. 100% of students in each core subject area possessed the necessary textbooks and instructional materials, including the deployment of Chromebooks for all students in grades K through 5.

Piedmont School District follows the State Board of Education's recommended adoption cycle for core content materials. Teachers in the District have the opportunity to review the textbooks and provide feedback. Recommendations for final adoption are submitted to the Board of Education for approval.

Year and month in which the data were collected

December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study for Teaching Reading, authored by Lucy Calkins and published by Heinemann Units of Study for Teaching Writing, authored by Lucy Calkins and published by Heinemann Fountas and Pinnell Phonics Lessons published by Heinemann Words Their Way Spelling Series published by Pearson Leveled Literacy Intervention published by Heinemann	Yes	0
Mathematics	Bridges in Mathematics, 2nd Edition published by Math Learning Center, adopted in 2015 Number Corner, 2nd Edition published by Math Learning Center, adopted in 2015	Yes	0
Science	Smithsonian- Science in the Classroom Grades K-5, adopted May 2020	Yes	0
History-Social Science	Harcourt Brace - K Houghton Mifflin 1st, 4th MacMillan/MCGraw Hill 2nd Pearson/Scott Foresman, 3rd Oxford University, 5th	Yes	0
Foreign Language	NA	No	0
Health	Second Step published by Committee for Children, adopted in 2013	Yes	0
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements

The Wildwood Elementary School campus was modernized as part of the District's Seismic Safety Bond Program in 2011. The school is rated in exemplary condition by the Facility Inspection Tool.

Year and month of the most recent FIT report

12/01/2022

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
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			

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	86	N/A	87	N/A	47
Mathematics (grades 3-8 and 11)	N/A	88	N/A	81	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	139	138	99.28	0.72	86.23
Female	61	60	98.36	1.64	85.00
Male	78	78	100.00	0.00	87.18
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	18	18	100.00	0.00	88.89
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	17	17	100.00	0.00	82.35
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	30	30	100.00	0.00	93.33
White	71	70	98.59	1.41	82.86
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	21	21	100.00	0.00	76.19

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	139	138	99.28	0.72	88.41
Female	61	60	98.36	1.64	91.67
Male	78	78	100.00	0.00	85.90
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	18	18	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	17	17	100.00	0.00	82.35
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	30	30	100.00	0.00	100.00
White	71	70	98.59	1.41	81.43
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	21	21	100.00	0.00	66.67

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	74	81.25	68.86	75.14	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	48	100	0	81.25
Female	23	23	100	0	95.65
Male	25	25	100	0	68
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100	0	91.67
White	22	22	100	0	81.82
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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	98%	98%	98%	98%	98%

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.

2022-23 Opportunities for Parental Involvement

Parents and the community are integral to the education program at Wildwood School. Numerous programs and activities are enriched by the generous contributions from parent volunteers in classrooms and specialist programs, the Wildwood Parents Club, the Wildwood Dads Club, the Piedmont Educational Foundation, School Parcel Taxes and Bond Measures. Opportunities for parent involvement at the school level are communicated by classroom and specialist teachers, a weekly school newsletter, attending Parent Coffees with the principal and through our parent clubs. Parent Club board positions include positions for liaisons between community support groups and the school. Opportunities for parent volunteer roles in classrooms and teacher specialist programs are communicated by teachers. All parents are welcomed and encouraged to attend an annual Back to School Night and a formal parent teacher conference as well as to reach out to their child's teacher when questions arise.

Wildwood Parents Organization: <http://www.piedmont.k12.ca.us/wildwood/support/contact-wpc>

Wildwood Dad's Club: <https://www.facebook.com/WILDWOODDADSLUB/>

Piedmont Arts Fund: <https://piedmontartsfund.org/>

PRAISE (special education): <http://piedmontpraise.org/>

Piedmont Educational Foundation: <http://www.piedmontedfoundation.org/>

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	268	264	9	3.4
Female	117	116	5	4.3
Male	151	148	4	2.7
American Indian or Alaska Native	0	0	0	0.0
Asian	34	34	0	0.0
Black or African American	3	3	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	33	32	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	56	56	3	5.4
White	140	137	6	4.4
English Learners	12	11	0	0.0
Foster Youth	0	0	0	0.0
Homeless	1	0	0	0.0
Socioeconomically Disadvantaged	8	7	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	40	40	2	5.0

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.35	0.23	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.37	0.00	0.04	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.37	0.00
Female	0.00	0.00
Male	0.66	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.71	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.50	0.00

2022-23 School Safety Plan

The safety of students and staff is a primary concern of Wildwood school. To help support student safety, the Wildwood campus is locked during the instructional day. Parents are notified where students are to wait while gathering to enter the school and when site supervision begins. An onsite program run by Piedmont Parks and Recreation staff through a Schoolmates program is available for parent needing childcare before and after school. Teachers and para-educators supervise students during recesses. At lunch, para-educators and a school custodian fulfill the roles of noon supervisors. All visitors to the campus must be buzzed in to check in at the office.

Wildwood school has a Comprehensive School Safety Plan that provides each student a safe physical environment by providing well-maintained buildings, a safe campus and safe ingress and egress to and from school. The principal, faculty and staff provide campus security. The safety plan addresses emergency preparedness through well communicated plans, regularly scheduled drills, and guidelines for student behavior that are consistently monitored and reinforced. There are monthly fire drills in addition to shelter in place, lockdown/ reverse lockdown, and earthquake drills. There is a Trischool safety committee that reviews and updates the safety plan each year. The School Safety Plan was last approved by the school board on 5/25/2022

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	21	3	6	
1	22		11	
2	24		10	
3	24		9	
4	24		10	
5	25		11	
6				
Other	17	1	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	15	14		
1	18	9	5	
2	19	10	6	
3	19	4	12	
4	21	4	12	
5	22	4	12	
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	21	5	5	
1	20	12		
2	22		11	
3	23		11	1
4	23		12	
5	24		12	
6				
Other	15	1	1	

2021-22 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	372.86

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	16,377	4,475	11,902	91,857
District	N/A	N/A	12,208	
Percent Difference - School Site and District	N/A	N/A	-2.5	4.3
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	57.4	14.8

2021-22 Types of Services Funded

Services for students with special needs are provided through a comprehensive special education program. Expanded Learning Opportunity funds are being implemented this year to provide tutoring to address any learning gaps or inadequate preparation due to pandemic conditions.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		\$48,503
Mid-Range Teacher Salary		\$74,912
Highest Teacher Salary		\$100,321
Average Principal Salary (Elementary)		\$122,160
Average Principal Salary (Middle)		\$127,632
Average Principal Salary (High)		\$137,578
Superintendent Salary		\$198,665
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

PUSD staff members build their knowledge of curriculum and their repertoire of instructional strategies by participating in various types of professional learning: local and national conferences, on and off-site workshops, coaching cycles, and as members of professional learning communities.

Beginning in 2018-2019 we used a model where the district, site, and teachers each determined the content of one of the three days. This year the district selected a racial justice focus and teachers selected a range of topics from literacy to classroom management.

Both the literacy and racial justice foci are carried through into two monthly two hour trainings held during common collaboration times.

New teachers participate in a full day professional development orientation are assigned a mentor as part of the Teacher Induction Program (TIP) or may participate with Teachers Engaged in Active Mentoring (TEAM.). Tenured teachers can also participate in coaching by participating in Teachers Engaged in Active Mentoring (TEAM.)

Professional Development during the 2021-2022 school year has addressed equity and inclusion goals defined in the district Local Control Accountability Plan (LCAP) and student social emotional learning.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	3