

Wilson Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Wilson Elementary School
Street	201 Wilson Avenue
City, State, Zip	Modesto CA 95354
Phone Number	(209) 574-8452
Principal	Cathi Schali-Lopez
E-mail Address	schali-lopez.c@monet.k12.ca.us
Web Site	https://wilson.mcs4kids.com/
CDS Code	50 711676052872

District Contact Information	
District Name	Modesto City Elementary School District
Phone Number	(209) 574-1500
Superintendent	Sara Noguchi, Ed.D
E-mail Address	fortuna.b@monet.k12.ca.us
Web Site	www.mcs4kids.com

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

School Mission Statement:

It is the mission of Wilson Elementary that all scholars will grow and learn at the highest levels through a collective commitment of equity, advocacy, and responsibility.

Wilson School is situated in the central east suburban section of Modesto in Stanislaus County. It is one of the twenty two elementary schools in the district and is composed of seven older classrooms built in 1929 and the newer rooms in the 1950's. This year we will celebrate our 90th anniversary. The buildings are in excellent condition despite their age because of the care they receive from Wilson's meticulous custodial staff. Centrally located within a neighborhood of low to high income homes, the school serves a diverse group of approximately 270 preschool through 6th grade students. Students living in our attendance area are mainly Hispanic, White and African American. The income level of the families falls into low to medium socio-economic range with the majority of students meeting free or reduced meal eligibility. This year the CEP allows all students to receive two free nourishing meals each day.

There are ten general education teachers, one resource teacher, and one pre-formal teacher. In addition to the K-6 staff, Wilson has one three day per week computer literacy teacher, two one day per week 45 minute prep providers (certificated teachers), one part-time library media assistant, one part-time Speech and Language Therapist, one part-time school psychologist, one full-time Marriage and Family Therapist, one part-time Student Assistant Specialist, one Behavioral Consultation Model Clinician, one after school program director, two para-professionals, one administrative assistant, one attendance clerk, one part-time bilingual community aid, one part-time TC II, two full-time custodians, one part-time custodian, three food service employees, one campus assistant and four yard duties. Wilson's teachers range from second year to veteran teachers (two or more years of teaching experience). In the classroom, teachers teach English Language Arts with Macmillan McGraw Hill (MMH) for English Language Arts (ELA), Engage New York for Mathematics (1st-6th grades) and Early Math with Engage NY as supplemental material in kindergarten. The school population includes approximately 47 English Language Learners which is 19% of the student population. English Language Development (ELD) instruction is taught systematically throughout the day along with 30 minutes of designated ELD instruction daily in each classroom.

During the 2017-18 school year, Wilson students in third through sixth grades completed the Smarter Balanced Assessment Consortium (SBAC) for the third consecutive year. The results have been reported and most grade level cohorts showed growth in both English Language Arts and math. Wilson third graders made double digit growth in ELA and math. Fifth graders continued to take the Physical Fitness Test, and they also participated in the pilot computerized science test. Last year, 8 out of 11 teachers taught afterschool intervention. In addition, school-wide interventions and enrichment periods were implemented four days per week during the school day. Wilson teachers will continue to provide students with interventions and enrichment throughout the school day as well as after school during the 2018-19 school year. Teachers will be using Phonics for Reading, Rewards, Language for Learning, Reading Mastery, Corrective Reading to teach in-school and after school intervention as well as enrichment.

Last year, teachers were provided with collaboration time 14 times per year due to early release days provided by Modesto City Schools. In addition to the 14 collaboration times provided by the district, teachers were also given extra time (after district collaboration time) to meet with their grade level teams to discuss student data, design lessons from the CCSS and compose and review their SMART goals and common formative assessments. Furthermore, teachers were given the opportunity to take one professional development day per year to focus on CCSS and lesson design. This collaboration time was facilitated with the assistance of the three teacher leaders and the principal. During the 2018-19 school year, the district has offered teachers 15 collaboration times due to student early release days. In addition, following the 2016-17 format, teachers will continue to be given the option to meet with their grade level teams after district collaboration times to analyze data, design lessons and create common formative assessments.

Wilson stakeholders remain committed to strengthening the character of every student through the promotion of the Modesto City School's Character Education program and the use of PeaceBuilder and SecondStep curriculum. Wilson also has the longest running mentorship program in the district with E&J Gallo. This year, we will celebrate our 21st year where Gallo employees come to Wilson to mentor our students. In addition, over the past two years, our Positive Behavior Intervention and Support (PBIS) team has been trained using Restorative Practices. Wilson's PBIS team remains committed to training all staff members regarding the importance of the development of the "whole" student by using various Restorative Practices strategies. During the 2018 -19 school year, there are professional development plans to teach one Restorative Practice strategy to teachers and support staff at our monthly meetings and assemblies. Both the intermediate and primary playgrounds have PEACE PATHS, a "safe place" where students go to resolve their own peer conflicts. When appropriate, some teachers opt to use the Restorative Practices circle talks and/or offer comfort corners (a temporary place for students to find comfort), and Peacebuilder Center/Reset Zone to students throughout the school day. Using one or more of the aforementioned strategies, Wilson's suspension rates were cut in half from the previous year. In addition, Wilson's PBIS team is committed to meeting five times per year to review discipline data and discuss strategies that promote civility and develop pro-social behaviors in student. The PBIS team consists of the principal, campus assistant, After School Program Director, Center for Human Services employees, and teachers. The following positive behavior activities will continue to be implemented at Wilson: Fun Dance Fridays, Game Days, Popcorn with the Principal, PeaceBuilder school-wide recognition, monthly positive playground rewards, PeaceBuilder bulletin board recognition and certificates for Praise Notes, and public recognition at Student of the Month Assemblies.

Students have the opportunity to participate in many activities at Wilson. The ASES Program (after-school program) provides a safe environment to students after school hours in which they may participate in a variety of activities that include support during designated homework times, field trips and sports competitions with other MCS students. The director is in active communication with the school administration and there is a collaborative effort by both for the benefit of all students. There are also opportunities for students to participate in chorus, music (strings and/or band), Mighty Miler, 10K with a Cop, Garden Club, ASB, Wilson Baseball, Art Restores Kids, Traffic Patrol, Garden and Recycling Clubs.

Wilson Elementary School has an extremely successful state preschool. Communication between Wilson's pre-primer teacher, principal and K-6 teachers is on-going. Beginning of the year Kindergarten assessment results from former pre-formal students was and will be an ongoing discussion with both teachers as Wilson strives to ensure all students enrolled in these programs are ready for Kindergarten. The transition to Kindergarten is enhanced by the continuity of our pre-formal program. Kindergartners are given an ELA assessment (DIBELS) at the beginning of every year. Most students who scored at or above benchmark on the aforementioned assessment were either enrolled in a Modesto City School's Transitional Kindergarten or came from a pre-school setting. During the 2018-19 school year, Wilson's incoming kindergartners and parents of kindergartners were invited to attend four kindergarten readiness courses in the spring. This was the fourth time for our pre-kindergartners to become familiar with kindergarten procedures and teachers. It was also a time for parents to become familiar with the Common Core State Standards, end of year outcomes, staff and general procedures.

Parents are always welcomed onto Wilson's campus and considered an integral part of school and student success. Wilson's staff members actively encourage parent involvement. During the 2017-18 and 18-19 school year, parents were invited onto campus for the following meetings and/or events: Back to School Night, Pan Dulce with Parents, Dads and Donuts & Moms and Muffins, Picnic with the Parents, Jog-a-thon, Read Across America, Parent Involvement Committee, English Language Parent Partnership Meetings, Parent Teacher Association Meetings, SSC, Open House, Chorus Presentation, Student of the Month and PeaceBuilders Assemblies, End of Trimester Awards and Rewards (Dance and Movie days), PTA sponsored events and Bring Your Parent to School Academic Mornings. Parents are encouraged to visit Wilson's webpage, Facebook page and/or contact the school for more detailed information about their child's educational programs at (209) 574-8452 between the hours of 7:30 am-4:00 pm.

Modesto City Elementary: K-8

Migrant Education /Title Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons that are housed at Pearson Education Center. The current migrant student eligibility list is maintained on a monthly basis and is cross referenced with the district student data base to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee that meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

CONTACT PERSON and Phone:

Mrs. Cathleen Schali-Lopez M.A., Principal

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

Grade Level	Number of Students
Kindergarten	29
Grade 1	47
Grade 2	44
Grade 3	44
Grade 4	34
Grade 5	34
Grade 6	40
Total Enrollment	272

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.0
Asian	1.5
Filipino	0.7
Hispanic or Latino	61.8
Native Hawaiian or Pacific Islander	0.0
White	22.4
Socioeconomically Disadvantaged	96.0
English Learners	19.5
Students with Disabilities	11.4
Foster Youth	0.0

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	16	18	12	697
Without Full Credential	0	0	0	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: December 2018

The Governing Board recognizes that students' educational opportunities are enhanced when they have sufficient access to high-quality textbooks, equipment and other instructional materials for each of the subjects they are studying. To adequately support the Board-approved curriculum, instructional materials must also be up to date. For further information about the selection and adoption of instructional materials at all Modesto City Schools, please reference Board Policies 6161, 6161.1, and 6161.11. All board policies are located at <https://www.mcs4kids.com/district/board/board-policies/board-policies>.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	World of Wonders, Early Learning Math – ELM, Engage NY, 2017	Yes	0
Science	McGraw-Hill Science, 2008	Yes	0
History-Social Science	Houghton Mifflin Harcourt, 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Conditions – General Information (Most Recent Year)

Please review and update the information below as needed.

School Facility Conditions -- General Information

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the district office and on the internet at mcs4kids.com.

Wilson's facilities are kept in excellent condition. The custodial staff has been recognized for receiving scores of above 97% on facilities inspections. We continually receive comments regarding the appearance of our beautiful grounds. Thanks to our community partners, Gallo Winery and Comcast, our quaint and antiques school has beautiful flowers in barrels sprinkled throughout our school. Our Associated Student Body and custodial staff carefully maintain them on a weekly basis.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School/Buildings:

This school has 18 classrooms, a cafeteria, library, and an administration office. The main campus was built in 1929. Additions were constructed in 1953 and in 1959. Four portable classrooms were constructed over the periods of 1965, 1988, 1989, 1997, and 1998. The school opened in 1929.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair.

Cleaning Process and Schedule:

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the district office. The Principal works continually with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:

The District participated in the State School Deferred Maintenance Program, which provided flexible state matching funds to assist school districts with expenditures for major repair or replacement of existing school facilities components. State contributions to this Program ended in the 2012-13 school year. Deferred Maintenance typically includes paving, roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. For the 2016-17 school year, the district budgeted \$0.69 million out of the District General Fund carry-over funds for deferred maintenance projects throughout the District. The District also has 1.28 million of carry-over funds in Fund 14 Deferred Maintenance Fund available for deferred maintenance projects throughout the District. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first.

Data provided by LEA. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 9/07/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	toilet leaks at the vacuum breaker
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 9/07/2018	
Overall Rating	Good

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	28.0	27.0	28.0	31.0	48.0	50.0
Mathematics (grades 3-8 and 11)	21.0	23.0	19.0	21.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	142	140	98.59	27.14
Male	73	72	98.63	25.00
Female	69	68	98.55	29.41
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	88	88	100.00	25.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	24	96.00	37.50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	135	133	98.52	27.82
English Learners	46	44	95.65	29.55
Students with Disabilities	19	19	100.00	15.79

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	141	141	100	23.4
Male	72	72	100	25
Female	69	69	100	21.74
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	87	87	100	22.99
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	25	100	20
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	134	134	100	23.13
English Learners	46	46	100	34.78
Students with Disabilities	19	19	100	21.05

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.6	25.0	31.2

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.

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)

The principal sought input from community stakeholders on the ELPP, SSC, Positive Behavior Intervention and Support Committee, Parent Involvement and Engagement Committee, Safety Committee, school leadership team, and staff regarding ways to encourage parent involvement at school. Stakeholders shared that they appreciate the many opportunities they have to be involved and that they would like to encourage more parents to take advantage of these involvement opportunities. At Wilson, there are many opportunities for parents to be involved in the school and in their child's education. In addition, there are several opportunities for parents to expand their own knowledge and skills.

1. Parent Teacher Association (PTA)-Wilson's PTA meets once per month. The Wilson PTA has a rich history with assisting each grade level with finances so that students can participate in field trips and outdoor education for sixth grade students. PTA also has our annual Jog-a-thon, two book fairs per year, and movie nights, a carnival night, and various fundraisers.
2. Picnic with the Parents-Twice in spring. Parents are invited to join their students for lunch.
3. STEM (Science, Technology, Engineering & Math) Night. Wilson families are encouraged to attend and learn about various STEM lessons.
4. Family Literacy Nights
5. Dad and Donuts, Moms and Muffins. Parents and guardians are encouraged to come and eat breakfast with their favorite Jaguar.
7. Parent conferences – Parent conferences are held at the end of the 1st trimester for all students and throughout the year as needed by parent or teacher request. Additionally, conferences are help with parents of all children who are not meeting standards for their grade level.
8. Site Representatives on district committees – Parents are invited and encouraged to attend the DELAC and DAC meetings to learn about District-wide student achievement and contribute to District planning of school programs.
9. Safety Committee – The safety committee at Wilson Elementary School meets 2 times per year to discuss school safety issues, give input and review the site safety plan, and develop solutions to safety concerns.
10. Student Attendance and Review Team (SART) – The attendance committee meets at least 3-5 times per year to revise the attendance and tardy policies and incentives, meet with parents with chronic absences or tardies, and review attendance outcomes.
11. English Learner Parent Partnership (ELPP)—at Wilson Elementary School, ELPP meets monthly or more often to discuss issues related to English Learners (EL's). The EL program is discussed, reviewed, and revisited during each meeting. The ELPP and/or Site Council will be involved in the determination of program direction, goals, budgeting, staffing needs, and school action plans/projects.

12. School Site Council (SSC)- at Wilson Elementary School, SSC meets a minimum of five times per year to discuss issues related to Student Achievement, School Programs and Parent Involvement. Parts of the school plan are discussed, reviewed, and revisited during each meeting.

13. Annual Title I Meeting is held at Back to School Night to help parents learn more about the elements needed and purpose of School Site Council.

14. Join Your Jaguar Academic Morning-in the spring, parents are encouraged to share the experiences of being a Wilson Jaguar.

15. School Messenger—Wilson Elementary School uses the School Messenger auto-dialer to send messages to parents. Calls are made in English and Spanish. Wilson uses this system to inform parents about upcoming activities, special events, minimum days, and important deadlines.

16.. Back to School Night is held for parents are held at the start of the school year to inform parents about procedures and routines in the classroom as well as academic expectations for the grade level.

1. Open House is held each spring to welcome parents to come and celebrate what their child has learned during the year.

2. A bilingual community aide is employed part time to be available to Spanish speaking parents during school hours, assist with translation at IEPs, assist teachers with phone or written translation, translation at parent conferences formal and informal, and translation of all school notices.

3. Read Across America – March (annually) – To encourage parent participation in literacy and school, we hold an annual literacy night where stories and literacy activities are celebrated and shared between parents and children.

4. Wilson Webpage – The school has a comprehensive website to keep parents informed, invite them to school ELPP, SSC, Parent Conference and other school events, encourage parent involvement, and celebrate school activities. The links are also posted on the marquee and parent information board regularly for parent reference.

5. Awards Assemblies – Awards Assemblies are held at each trimester where parents are invited to come and celebrate the academic achievements of their children and perfect attendance.

6. Student of the Month, Attendance, and Peacebuilder Assemblies (monthly)- Parents are invited to participate in recognizing their child’s success.

7. Wilson's Music Winter and Spring Performances

8. Positive Behavior and Support Team-four times annually, parents, yard duties and staff meet to discuss ways that we can encourage positive behavior in all Wilson stakeholders.

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.1	1.1	0.9	3.9	3.7	3.6	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

School Safety Plan (School Year 2018-19)

Wilson is located in a medium to low socio-economic neighborhood in a beautiful and historical area located in southeast Modesto. In an effort to create and foster a secure learning environment, an abundance of services and resources are available to our student community including: After School Learning Program, exposure to Peacebuilder and SecondStep curriculum, Restorative Justice Practices, monthly meetings with the principal and Student Achievement and Character Education assemblies. In addition, Wilson has the following safety plan elements in place: students are acknowledged and respected; social services support systems are coordinated; the school is alert to exposure to safety issues; school buildings and classrooms are well maintained; campus security and safety is coordinated with law enforcement; parents and staff members actively participate in regular safety meetings.

The Wilson School Safety Plan is designed to provide information regarding the safety of students and staff in all situations. Wilson Elementary School has a Safety Committee made up of administration, teaching staff, a custodial representative, an administrative assistant, yard duty supervisors, and parent volunteers. With the assistance of California Safe Schools, the Wilson Safety Committee has adopted a comprehensive School Safety Plan most recently reviewed in December 5, 2018. The committee meets three times per year to review safety concerns and school procedures in an attempt to improve or enhance a safe school environment. The plan is reviewed each year for effectiveness and is adjusted as needed. Procedures to be followed in the event of any emergency at the school, or as a result of a situation in the neighborhood which may impact the school site, school crisis procedures, evacuation plans, dress code, visitor policies, conduct code and sexual harassment procedures as well as provision of learning opportunities that promote tolerance and acceptance of differences are outlined in this plan. Safety drills are scheduled throughout the school year to train students and staff to respond in case of emergency situations such as: fire, lockdown, earthquakes and evacuation of school buildings. Evacuation routes and pertinent information to assist officials to ensure student and staff safety are also included in the plan. Before and after school, the student Safety Patrol crosses students at various crosswalks around the school and an adult crossing guard is at the busy intersection on Yosemite Blvd. There is an After School Program that begins at the end of the regular school day and is open until 6:00 pm.

Students are supervised and receive academic support until they are picked up by their parent/guardian. All kindergarten students are dismissed and released only to a parent, legal guardian or school official. Once school has begun all gates are locked, except the one directly in front of the front office. Visitors who come on campus must come into the office, sign a visitor's log, and wear a visitor's sticker or badge. Visitor stickers are dated and/or initialed by office staff. Yard duty supervisors are assigned to before school, recess and after school yard supervision in designated areas. The lunchtime recess is supervised by adult yard duty supervisors and the principal.

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		1		24		2		15	2		
1	18	2			24		1		24		2	
2	20	1	1		20	1	1		22	1	1	
3	21	1	1		20	2			22		2	
4	23		2		34			1	34			1
5	34			1	23		2		34			1
6	26		1		24		2		20	2		
Other									14	1		

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.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.3	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0	N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,460.81	\$2,908.13	\$8,552.69	\$99,535.12
District	N/A	N/A	\$9,091.59	\$86,473
Percent Difference: School Site and District	N/A	N/A	-6.1	14.0
State	N/A	N/A	\$7,125	\$79,128
Percent Difference: School Site and State	N/A	N/A	18.2	22.8

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 2017-18)

The Modesto City Schools Local Control and Accountability Plan (LCAP) provides detailed information on actions, services, and expenditures that support and assist students. Actions, services, and expenditures funded through past year LCAPs can be found here: <https://www.mcs4kids.com/district/lcff-and-lcap>. The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcff-and-lcap/workshops-2017-2018>. While the LCAP is designed to support the educational progress of all students, there are specific actions and services principally directed toward meeting the needs of our unduplicated students in closing the achievement gap.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,836	\$47,903
Mid-Range Teacher Salary	\$86,473	\$74,481
Highest Teacher Salary	\$105,363	\$98,269
Average Principal Salary (Elementary)	\$117,964	\$123,495
Average Principal Salary (Middle)	\$123,319	\$129,482
Average Principal Salary (High)	\$141,271	\$142,414
Superintendent Salary	\$253,236	\$271,429
Percent of Budget for Teacher Salaries	32.94%	34.64%
Percent of Budget for Administrative Salaries	5.20%	5.14%

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

Professional Development (Most Recent Three Years)

Professional Development opportunities are designed to assist educators with effective educational practices designed to increase student outcomes. Opportunities are varied and include guest speaker presentations, conferences, after school workshops or training, collaboration, individual mentoring, etc. Professional Development is often specific to accommodate various grade levels and/or content areas.

2016-17:

Leverage Learning – PLC Leadership Teams
DuFour PLC Teams
Anita Archer K-12 Writing and Literacy
Steve Ventura – Visible Learning K-12
Alan November – Future Ready Tech Training 7-12
Horacio Sanchez Culture TK – 12
Instructional Technology
Instructional Rounds/Walkthroughs
ELA Pilot Training K-6 and 9-12
Anita Archer K-12 Writing and Literacy
Literacy Strategies 7-12
Step Up to Writing K-2
Lessoneer Digital Curriculum 7-12
Fractions 3-5
Positive Behavior Intervention and Support (PBIS)
Effective Classroom Management
Restorative Practices
DIBELS for New Educators K-1
DIBELS Grade 2
Math Vision Project (MVP) Curriculum 9-12
Math Lesson Design 7-8
NGSS Science Implementation 7-8
NGSS Science Equipment & Technology 9-12
CTE Career Training 9-12
Document Based Questioning (DBQ) for Social Sciences 9-12

2017-18:

Professional Learning Community Conference
Leverage Learning – PLC Leadership Teams
Restorative Practices
Luis Cruz – Transforming School Culture
AVID summer institute
Positive Behavior Intervention and Support (PBIS)
Restorative Practices
Math Lesson Design and Assessments 7-8
NGSS Science Implementation 7-8
Math Vision Project (MVP) Curriculum 9-12
NGSS Science Implementation 9-12
Math Vision Project (MVP) Lesson planning and Instructional practices 9-12
Science Safety Training.
Anita Archer – Effective Instructional Practices
College and Career Four-Year Planning
Kate Kinsella – Essential Instructional Routines / Designated & Integrated ELD
Designated ELD Instruction within Wonders Curriculum
Technology
JW Pepper
Best Practices and Overview of Dyslexia

Effective Instruction for Severe Programs
Direct Instruction in Moderate-Severe Programs
Effective Assessment Practices and Reporting
Identifying Assessment Tools
Curriculum Implementation Support
One-one Procedures and Guidelines
Standards Progression – Math I, II, III, Pre-Calculus
Academic Discourse and Language Acquisition, Collaborative Conversations
Math 180 Data Analysis
Suicide Prevention
2016 History Social Science Framework: An introduction to Content Shifts, Instructional Shifts, Access, and Equity
Strategies for Formative Feedback in a Digital Classroom
Schoolology
CAG conference for GATE teachers
ISTE conference for CLT teachers
DBQ training for GATE
Recorders for prep providers
Read 180 Implementation
Read 180 Follow-up
AVID Excel Tutor Training
AVID "10-2-2" Instructional Strategy
AVID Focused Note-Taking
Study Sync Curriculum Trainings
AVID "WICORizing" a Lesson training
AVID Excel Video Professional Learning Sessions
EL Shadow Training
ELPAC Training
Gr TK-6 ELA Wonders Curriculum
Gr K-2 Reading Mastery
Gr 3-6 Corrective Reading
Gr 6 Number Talks
Gr 3-5 Fractions
Gr 3-5 Genre Writing

2018-19:

EdTech Teachers Instructional Technology Training
K-12 Visible Learning Conference
K-2 Reading Mastery
TK-6 Fair Act Training
TK-6 PD NGSS Overview
2016 History Social Science Framework
3-5 Genre Writing
3-6 Corrective Reading

7-8 ELA StudySync 2.0
7-8 ELA StudySync Curriculum Implementation
7-8 Math: Deeper Dive into the CAASPP Blueprint and Item Types
7-8 Math: Learning Intentions & Success Criteria for Grade Level Priority Standards
7-8 NGSS Science Overview
7-8 Percussion Pedagogy for Music Teachers
7-8 Social Science Curriculum (Impact) Implementation
7-8 Social Science Impact 2.0 Training
7-8 String Pedagogy for Music Teachers
7-8 Taking Action: Implementing Effective Mathematics Teaching Practices
7-8 ALD Monthly PD Meetings

7-12 Advanced OneNote

7-12 AVID Excel Tutor Training
 7-12 AVID Professional Development Modules
 7-12 AVID Summer Institute
 7-12 AVID Writing in the Margins and Questioning Strategies
 7-12 Bilingual English Learner Leadership Network SJCOE
 7-12 CAASPP Math Assessments
 7-12 Collaboration 'How To's' for Math
 7-12 Desmos
 7-12 Discrete Math for Junior High and High School
 7-12 EL Shadow Training
 7-12 ELA Performance Task Writing
 7-12 ELPAC Training/EL Alliance Conference
 7-12 Geometry for the Common Core
 7-12 Kristin Anderson – Teacher Efficacy
 7-12 Kristin Anderson – Training for Principals and Teacher Leaders for Building Self and Collective Efficacy
 7-12 Leverage Learning – PLC Leadership Teams
 7-12 Librarian Site & State Database Online Resources: Britannica, Proquest, Follett
 7-12 Library Collaboration Strategies: Naviance; Library Websites; StanCo Library; GVRL course-specific collections; IC Collections
 7-12 Math 180
 7-12 NGSS 3D Assessments
 7-12 NGSS Cross Cutting Concepts
 7-12 OneNote in the Math Classroom
 7-12 PBIS Tier 2 & 3 Supports: Working with Agitated Students
 7-12 Positive Behavior Intervention and Support (PBIS)
 7-12 Professional Learning Community Conference
 7-12 Read 180 Cadre PD
 7-12 Read 180 Follow-up PD
 7-12 Read 180 Implementation PD
 7-12 Restorative Practices
 7-12 Restorative Practices
 7-12 Schoology Assessments
 7-12 Science Safety Training
 7-12 Suicide Prevention Training
 7-12 Trauma Informed Practices for Counselors

9-12 ALD Monthly PD Meetings
 9-12 ALD New Curriculum (Edge) Training
 9-12 Biology Curriculum
 9-12 California State Athletic Directors' Conference
 9-12 Chemistry Curriculum
 9-12 Conducting Clinic for Instrumental and Vocal Music
 9-12 Earth Science/Physics - NGSS Implementation
 9-12 ELA StudySync New Teacher Curriculum Training
 9-12 ELA StudySync Refresher
 9-12 Every 15 Minutes Training
 9-12 Floral Certification Training
 9-12 Health Teacher Curriculum Training – CHYA; Suicide Prevention; Student Wellness; Human Trafficking
 9-12 Jazz Studies for Instrumental Music
 9-12 Math Vision Project (MVP) Curriculum
 9-12 Naviance for Counselors
 9-12 New ALD (Designated ELD) Teacher Training
 9-12 Pre-AP English Course Curriculum Training
 9-12 Sexual Health Educator Training
 9-12 Teaching Strings for Instrumental Music
 American Heritage Essay Writing
 DBQ Training
 UC, Davis California History/Social Science Project