

# Wilson Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

#### School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Wilson Elementary School
Street	201 Wilson Avenue
City, State, Zip	Modesto CA 95354
Phone Number	(209) 574-8452
Principal	Cathi Schali-Lopez
Email Address	<a href="mailto:schali-lopez.c@monet.k12.ca.us">schali-lopez.c@monet.k12.ca.us</a>
Website	<a href="https://wilson.mcs4kids.com/">https://wilson.mcs4kids.com/</a>
County-District-School (CDS) Code	50 711676052872

Entity	Contact Information
<b>District Name</b>	Modesto City Elementary School District
<b>Phone Number</b>	(209) 574-1500
<b>Superintendent</b>	Sara Noguchi, Ed.D
<b>Email Address</b>	fortuna.b@monet.k12.ca.us
<b>Website</b>	www.mcs4kids.com

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

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.

School Description: 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 socioeconomic 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 prep providers one day per week each who provide 45 minute prep time for certificated teachers, one part-time library media assistant, one part-time Speech and Language Therapist, one school psychologist for 1.5 days a week, part-time Marriage and Family Therapist, one part-time Student Assistant Specialist, one Behavioral Consultation Model Clinician for one day a week, one after school program director, two para-professionals, one administrative assistant, one student attendance clerk, one part-time bilingual community aid, one part-time TC II, two fulltime custodians, one part-time custodian, three food service employees, one campus assistant and four yard duties. Wilson's teachers range from first 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 55 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 2018-19 school year, Wilson students in third through sixth grades completed the Smarter Balanced Assessment Consortium (SBAC). The results have been reported and most grade level cohorts showed growth in English Language Arts. Thirty-one percent of Wilson's third graders met or exceeded standard in ELA while twenty eight percent met or exceed standard in mathematics. While twenty-three percent of Wilson's fourth graders met or exceeded standard in ELA, and twenty-six percent met or exceed standard in mathematics. Fifth graders performed at thirty-three percent met or exceed standard in ELA, and twelve percent met or exceeded standard in mathematics. Fifth graders also continued to take the Physical Fitness Test, and they participated in the computerized science test. Wilson's sixth graders met or exceed standard in ELA at forty-eight percent, and thirty-four percent of the sixth grade scholars met or exceed standard in mathematics. Last year, 5 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 2019-20 school year. Teachers will be using Phonics for Reading, Rewards, Language for Learning, Reading Mastery, Corrective Reading to teach in-school and RISE curriculum for interventions as well as provide enrichment supports. School Plan for Student Achievement (SPSA) Page 4 of 36 Wilson Elementary School.

Last year, teachers were provided with collaboration time 15 times per school year due to early release days provided by Modesto City Schools. In addition to the 15 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 2019-2020 school year, the District has provided 26 days of collaboration time. In addition, following the 2018-19 format, teachers will continue to be given the option to meet with their grade level teams and instructional coaches after district collaboration time 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 22nd 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 2019 -20 school year, there are professional development plans to teach and support the following: Restorative Practice classroom circle training and strategies, PeacePath, and Trauma Informed Schools Framework to teachers and support staff, along with character traits assemblies. Both the intermediate and primary playgrounds have PEACE PATHS, a "safe place" where students go to resolve their own peer conflicts with guidance. 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 rate for 2018-19 academic year was 1.6%. 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 and lunch with the Principal, PeaceBuilder school-wide recognition, monthly positive playground rewards, daily PeaceBuilder 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) and RISE Intervention which provides a safe environment to students after school hours in which they may participate in intervention and a variety of activities that include support during designated homework times with a focus on math two days a week, Jr. Chef, 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 Milers, 10K with a Cop, 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 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. 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, attendance procedures, and general school site procedures. School Plan for Student Achievement (SPSA) Page 5 of 36

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

Grade Level	Number of Students
Kindergarten	46
Grade 1	24
Grade 2	48
Grade 3	37
Grade 4	34
Grade 5	32
Grade 6	29
Total Enrollment	250

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	2
Asian	2.4
Filipino	0.4
Hispanic or Latino	62
Native Hawaiian or Pacific Islander	0.8
White	22.8
Two or More Races	5.6
Socioeconomically Disadvantaged	91.6
English Learners	19.2
Students with Disabilities	11.6
Foster Youth	0.8
Homeless	3.2

**A. Conditions of Learning****State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Teacher Credentials**

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	18	12	14	1433
Without Full Credential	0	0	0	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

**Year and month in which data were collected:** December 2019

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	Early Learning Math – ELM, Engage NY, 2017	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

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](http://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 classrooms, a cafeteria, library, and an administration office. The main campus was built in 1929 and 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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund to annually contribute \$2 million to Facility Maintenance to be used for new construction and maintenance projects throughout the District, \$2 million to Deferred Maintenance for maintenance projects throughout the District and \$2 million to Facility Improvements for the District's high schools. 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

**Year and month of the most recent FIT report: 8/2/2019**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	toilet leaks at the vacuum breaker.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Rating	Exemplary	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	27	32	31	31	50	50
Mathematics (grades 3-8 and 11)	23	19	21	22	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in ELA by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	127	99.22	0.78	32.28
Male	71	71	100.00	0.00	26.76
Female	57	56	98.25	1.75	39.29
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	81	80	98.77	1.23	30.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	25	25	100.00	0.00	36.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	119	118	99.16	0.84	32.20
English Learners	34	34	100.00	0.00	20.59
Students with Disabilities	20	20	100.00	0.00	15.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	129	126	97.67	2.33	19.05
Male	72	70	97.22	2.78	15.71
Female	57	56	98.25	1.75	23.21
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	82	79	96.34	3.66	13.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	25	25	100.00	0.00	24.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	119	116	97.48	2.52	18.10



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	34	34	100.00	0.00	14.71
Students with Disabilities	20	18	90.00	10.00	16.67
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	12.1	30.3	9.1

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

Wilson Elementary School 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 2018-19 school year, parents were invited onto campus for the following meetings and/or events: Back to School Night, Pan Dulce with Parents, Picnic with the Parents, Read Across America, Parent Involvement Committee, English Language Parent Partnership Meetings, Parent Teacher Association Meetings, School Site Council, Open House, Music and 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 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.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	1.1	0.9	1.3	3.7	3.6	2.8	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

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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 on April 24, 2019 and is scheduled for a review on November 20, 2019. The committee meets two 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 are logged into the RAPTOR System, and they wear a visitor's badge which are dated and have a picture ID. When visitors leave the school site ID Badgers are collected by the 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		2		15	2			23		2	
1	24		1		24		2		24		1	
2	20	1	1		22	1	1		24		2	
3	20	2			22		2		19	2		
4	34			1	34			1	21	1		1
5	23		2		34			1	32		1	
6	24		2		20	2			29		1	
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.

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

Title	Ratio
Academic Counselors*	.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.3
Social Worker	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	.4

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$33,744.51	\$3,620.69	\$30,123.82	\$109,565.08
District	N/A	N/A	\$9,483.18	
Percent Difference - School Site and District	N/A	N/A	104.2	14.0
State	N/A	N/A	\$7,506.64	
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 2018-19)

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-2018-2019>. 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,731.00	\$48,612
Mid-Range Teacher Salary	\$90,623.00	\$74,676
Highest Teacher Salary	\$110,728.00	\$99,791
Average Principal Salary (Elementary)	\$122,988.00	\$125,830
Average Principal Salary (Middle)	\$131,372.00	\$131,167
Average Principal Salary (High)	\$144,945.00	\$144,822
Superintendent Salary	\$230,713.00	\$275,796
Percent of Budget for Teacher Salaries	6.01%	5.06%
Percent of Budget for Administrative Salaries	32.12%	33.84%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	8	5

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, a BTSA and PAR program, and most recently a 0.5% compensation package for those who choose to complete an extra 6 hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-202 academic year, a new division was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.

