

# Wilson Elementary School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

## 2023-24 School Contact Information

<b>School Name</b>	Wilson Elementary School
<b>Street</b>	201 Wilson Avenue
<b>City, State, Zip</b>	Modesto, CA, 95354
<b>Phone Number</b>	(209) 574-8452
<b>Principal</b>	Justin Broussard
<b>Email Address</b>	Broussard.j@monet.k12.ca.us
<b>School Website</b>	wilson.mcs4kids.com
<b>County-District-School (CDS) Code</b>	50 711676052872

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

### School Mission Statement:

It is the mission of Wilson Elementary that all scholars will achieve to their highest level.

### 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 newer rooms in the 1950's. 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 eleven general education teachers, and one resource teacher. In addition to the K-6 staff, Wilson has one three-day-per-week computer literacy teacher, one prep provider two days per week who provides 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 day a week, part-time mental health clinician, one full-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 aide, 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 first-year to veteran teachers (one or more years of teaching experience). In the classroom, teachers teach English Language Arts with Wonders for English Language Arts (ELA) and SWUN Math (K-6th grades). The school population includes approximately 55 English Language Learners, 22% 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. Wilson has adopted a school-wide MTSS reading intervention program all classroom teachers participate in for 40 minutes a day.

Wilson has the longest-running mentorship program in the district with E&J Gallo. We will celebrate our 25th year of Gallo employees coming to Wilson to mentor our students. In addition, over the past three years, our Positive Behavior Intervention and Support (PBIS) team has been trained using Restorative Practices. Wilson's PBIS team remains committed to training all

## 2023-24 School Description and Mission Statement

staff members regarding the importance of developing the "whole" student using various Restorative Practice strategies. The intermediate and primary playgrounds have PEACE PATHS, a "safe place" where students resolve their 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. The following positive behavior activities will continue to be implemented at Wilson: A school-wide incentive system, a student store where students can redeem PBIS rewards points, music during recess, game days, PeaceBuilder school-wide recognition, monthly positive playground rewards, and public recognition at Student of the Month Assemblies.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	39
Grade 1	31
Grade 2	44
Grade 3	48
Grade 4	29
Grade 5	32
Grade 6	35
Total Enrollment	258

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4%
Male	49.6%
Asian	0.4%
Black or African American	1.9%
Filipino	0.4%
Hispanic or Latino	71.3%
Two or More Races	3.9%
White	20.9%
English Learners	25.6%
Foster Youth	0.4%
Homeless	0.4%
Migrant	0.8%
Socioeconomically Disadvantaged	90.7%
Students with Disabilities	9.7%

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	8.30	89.35	614.30	89.07	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	11.60	1.69	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	13.70	1.99	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	31.90	4.64	12115.80	4.41
<b>Unknown</b>	1.00	10.65	17.90	2.61	18854.30	6.86
<b>Total Teaching Positions</b>	9.30	100.00	689.70	100.00	274759.10	100.00

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	9.70	89.93	608.70	88.15	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	14.20	2.06	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	20.90	3.03	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.83	32.70	4.75	11953.10	4.28
<b>Unknown</b>	1.00	9.24	13.90	2.01	15831.90	5.67
<b>Total Teaching Positions</b>	10.80	100.00	690.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### 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	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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>.

**Year and month in which the data were collected** November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
<b>Mathematics</b>	SWUN Math, 2020	Yes	0
<b>Science</b>	Discovery Ed, 2019	Yes	0
<b>History-Social Science</b>	Studies Weekly, 2019	Yes	0

## School Facility Conditions and Planned Improvements

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. We have received 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 (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) 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.

**Year and month of the most recent FIT report**

7/18/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b>			X	

## School Facility Conditions and Planned Improvements

Gas Leaks, Mechanical/HVAC, Sewer				:
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			17: Blocked fire extinguisher, Blocked electrical panel BOYS REST RM: Near R. 4- Loose faucet, broken light switch GIRLS REST RM: Near R. 5- Loose faucet, broken light switch
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		10: Drinking fountain high flow 15: Drinking fountain low flow BOYS REST RM: Near R. 4- Loose faucet, broken light switch CAFÉ: Outside drinking fountain not working, Inside drinking fountain high flow GIRLS REST RM: Near R. 5- Loose faucet, broken light switch K14: Drinking fountain high flow
<b>Safety:</b> Fire Safety, Hazardous Materials			X	11: Items hanging from ceiling 17: Blocked fire extinguisher, Blocked electrical panel 3: Excessive artwork/ paper on wall
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	18	19	28	27	47	46
<b>Mathematics</b> (grades 3-8 and 11)	11	11	18	19	33	34

## 2022-23 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
<b>All Students</b>	148	144	97.30	2.70	19.44
<b>Female</b>	81	79	97.53	2.47	22.78
<b>Male</b>	67	65	97.01	2.99	15.38
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	102	98	96.08	3.92	12.24
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	37	37	100.00	0.00	40.54
<b>English Learners</b>	42	41	97.62	2.38	4.88
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	137	134	97.81	2.19	17.91
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	16	16	100.00	0.00	0.00

## 2022-23 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
<b>All Students</b>	147	142	96.60	3.40	10.56
<b>Female</b>	80	78	97.50	2.50	5.13
<b>Male</b>	67	64	95.52	4.48	17.19
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	101	97	96.04	3.96	8.25
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	37	36	97.30	2.70	19.44
<b>English Learners</b>	42	41	97.62	2.38	4.88
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	136	132	97.06	2.94	11.36
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	16	16	100.00	0.00	12.50

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. 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 CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	8.82	21.21	15.01	15.26	29.47	30.29

## 2022-23 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
<b>All Students</b>	34	33	97.06	2.94	21.21
<b>Female</b>	17	17	100.00	0.00	29.41
<b>Male</b>	17	16	94.12	5.88	12.50
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	22	21	95.45	4.55	4.76
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	31	31	100.00	0.00	19.35
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

**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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	93.80%	96.90%	96.90%	96.90%	96.90%

**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.

2023-24 Opportunities for Parental Involvement
<p>Wilson Elementary School's parents are always welcomed onto Wilson's campus and considered an integral part of the school's and students' success. Wilson's staff members actively encourage parent involvement. During the 2023-2024 school year, parents are invited onto campus for the following meetings and/or events: Back to School Night, 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.</p> <p>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 to preschool and elementary students by Migrant Education Region 3 staff. 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.</p> <p>Now that Wilson is fully open, we will continue to provide parent engagement activities throughout the year to bring family members on campus and to help support their child's education.</p>

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	289	282	87	30.9
Female	149	146	47	32.2
Male	140	136	40	29.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	0	0.0
Black or African American	8	8	2	25.0
Filipino	1	1	0	0.0
Hispanic or Latino	204	199	77	38.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	10	2	20.0
White	59	59	6	10.2
English Learners	76	74	20	27.0
Foster Youth	1	1	0	0.0
Homeless	6	6	5	83.3
Socioeconomically Disadvantaged	261	256	83	32.4
Students Receiving Migrant Education Services	2	2	1	50.0
Students with Disabilities	32	32	9	28.1

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.82	3.11	0.06	2.94	4.08	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.11	0
Female	0.67	0
Male	5.71	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.43	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.69	0
English Learners	1.32	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.45	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

Wilson is located in a medium to low socio-economic neighborhood in a beautiful and historical area 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 are 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 September 27, 2023. The committee meets twice yearly to review safety concerns and school procedures 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 that 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 in ensuring 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. An after-school program 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 parents/guardians.

## 2023-24 School Safety Plan

All Transitional Kindergarten and Kindergarten students are dismissed and released only to a parent, legal guardian, or school official. Once a school has begun, all gates are locked, except the one directly in front of the front office. Visitors must come into the office and be logged into the RAPTOR System. The RAPTOR system produces a visitor's badge that is dated with a picture ID. Visitors must wear this badge when on campus. 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 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.

#### 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	10	4		
1	11	2	2	
2	9	2	1	
3	24		1	
4	12	2		1
5	14	1	1	
6	16	1	1	

#### 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	9	2	1	
1	11	3	1	
2	15	1	2	
3	27		1	
4	15	2	1	
5	11	3		1
6	8	2	1	
Other	7	3		



## 2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	1	0
1	8	3	1	0
2	15	1	2	0
3	24	0	2	0
4	21	1	1	0
5	18	1	1	0
6	12	2	0	1
Other	11	3	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	0.7

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	17165.30	6931.53	10233.77	107642.27
District	N/A	N/A	11121.82	
Percent Difference - School Site and District	N/A	N/A	-8.3	6.9
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	9.2	19.5

## Fiscal Year 2022-23 Types of Services Funded

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/o/mcs/page/lcff-and-lcap>. The most recent LCAP can be found here: <https://www.mcs4kids.com/o/mcs/page/lcff-and-lcap>. 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.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	67185.00	54906.00
Mid-Range Teacher Salary	95865.00	80703.00
Highest Teacher Salary	124545.00	109418.00
Average Principal Salary (Elementary)	139709.00	137703.00
Average Principal Salary (Middle)	142971.00	143760.00
Average Principal Salary (High)	164175.00	159021.00
Superintendent Salary	295437.00	319443.00
Percent of Budget for Teacher Salaries	29.20%	30.35%
Percent of Budget for Administrative Salaries	5.18%	4.87%

## Professional Development

Professional development in MCS is data driven using research-based best practices to ensure our students receive a 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, Induction and intern mentor

Professional Development

programs, Peer Assistance Review (PAR) program, as well as an Administrative Induction Program. For the fourth year, MCS has provided the opportunity for 1% compensation for certificated and management who choose to complete an extra twelve hours of professional development outside of their normal work day. We offer the same incentive for classified, but at a flat rate compensation of \$400 for the first 6 hours and \$400 for the second 6 hours of voluntary professional development hours.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, English Learners, 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. The Curriculum and Instruction & Professional Development Division is tasked with increasing the quality and quantity of professional development provided to classified, certificated, and managers alike.

Coming out of the COVID closures, we have focused our efforts on our Instructional Core:

- Instructional Core Vision: Every student deserves a guaranteed instructional program, not by chance, but by design, including Board-adopted curriculum, researched-based best practices, and authentic relationships and assessments that guide instruction.
- Supporting All Learners: Intentionally planning lessons with consideration for strategies, scaffolds, and interventions that create equitable learning opportunities for all students.
- Board-adopted Curriculum: Intentionally utilizing the currently adopted curriculum to ensure equitable access for all students to rigorous content standards. Understanding how the curriculum design supports students’ progression over time.
- Engaging Students using Language and Literacy: Designing lessons that engage and support all learners by providing daily opportunities to interact with content through reading, writing, listening, and speaking.
- Professional Learning Communities: PLCs are the vehicle we use to guarantee the success of the Instructional Core. Fully engaging in the process of identifying what students need to learn, how it is to be taught, what to do if they don’t reach mastery, and what to do if they excel, with regular review of student formative data to guide instruction.

All learners means every student regardless of gender, socio-economic level, at-risk status, racial, ethnic, or cultural background, exceptional ability, disability, or Limited English Proficiency.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	10	