# Woodrow Wilson Elementary School

**1317 North Baker Street • Santa Ana, CA 92706-3457 • (714) 564-8105 • Grades**
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## 2017-18 School Accountability Report Card
## Published During the 2018-19 School Year

**Santa Ana Unified School District**
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## School Description

Woodrow Wilson Elementary School ("Wilson Elementary") is located in the single family home neighborhood of Washington Square. The community in the homes immediately surrounding the school is predominantly composed of residents approaching retirement age. Though a smaller percentage of Wilson students do reside in the homes in the immediate area, the majority commute from apartment complexes located approximately three-quarters of a mile from our campus. The attendance area for Wilson Elementary is located south of 17th Street, north of Civic Center Drive, east of Bristol Street and west of Broadway Avenue in Santa Ana. Wilson Elementary observes a modified traditional school calendar. The school strongly supports its PBIS (Positive Behavior Interventions and Supports) motto: "Respectful, Responsible and Safe." All students are expected to follow the District's recommended dress code policy. The instructional focus is on interactive teaching with an emphasis on academic language development and critical thinking skills. The instructional staff at Wilson Elementary is committed to providing clear targets, frequent feedback, and research-based, data driven instruction to ensure all students make meaningful academic growth in the core curriculum. To promote a cohesive school community, Wilson Elementary offers a wide variety of collaborative activities for families: Monthly parent meetings in the morning and evening, membership on the English Language Advisory Council or School Site Council, volunteer opportunities in the classroom and library, field trip chaperones, membership and/or leadership on the Parent Teacher Organization and participation / attendance at a variety of student recognition assemblies. Kindergarten through fifth grade students are provided with multiple Common Core-aligned strategies for intervention - both at home and school: ST Math, Lexia Reading, Khan Academy, TumbleBooks, etc. Certificated staff are offered 30 additional hours outside of the school day to provide small group intervention in Language Arts and Mathematics. Approximately 120 students are served through the Engage 360's after school program which provides a late afternoon meal, exercise, enrichment activities and the opportunity to complete assigned homework. Wilson infuses both in school and extracurricular periods with additional opportunities for art lessons, Music performances, Scouting and both online technology and STEM lessons. Both the school library and computer lab are open extended hours before and after school four days a week. The school's Parent Wellness Center hosts English as a Second Language classes for adults, parenting classes, resource information for families in need and provides a half-time Family Outreach Liaison.

**Recent Staff and School Recognition Honors at Woodrow Wilson Elementary include:**
- Partnership Recognition - Pacific Symphony Orchestra's Class Act Program
- Silver Award - Positive Behavior Intervention and Support Implementation Award (PBIS)
- Healthy Smiles for Kids of California Dental Award
- Good Neighbor Award - Washington Square Cleanup Project
- City of Santa Ana Community Building Awards to School Partners (DeLoitte & Touche and Rose, Klein & Marias, LLP)
- Orange County Department of Education Technology Gran

## School Mission

Our mission at Wilson Elementary is to provide equitable student access to a safe, respectful, supportive, rigorous, and Common Core standards-based learning environment through which all students develop a growth mindset in their preparation for College and Career readiness. Students, parents, staff, and community members effectively collaborate as partners, promote achievement and foster the necessary skills and values that empower all students to contribute as members of a diverse society.

District ProfileSanta Ana Unified School District (SAUSD) is the seventh largest district in the state, currently serving nearly 49,300 students in grades K-12, residing in the city of Santa Ana. As of 2017-18, SAUSD operates 36 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 80% enrolled in the Free or Reduced Price Meal program, 39% qualifying for English language learner support, and approximately 13% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools, and Governor's Higher Expectations awards in honor of their outstanding programs. In addition, 20 schools have received the Golden Bell Award since 1990.Each of Santa Ana Unified School District's staff members, parent, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

## About the SARC

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.

| 2017-18 Student Enrollment by Grade Level | |
|---|---|
| **Grade Level** | **Number of Students** |
| Kindergarten | 111 |
| Grade 1 | 92 |
| Grade 2 | 90 |
| Grade 3 | 106 |
| Grade 4 | 121 |
| Grade 5 | 94 |
| Total Enrollment | 614 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|---|---|---|---|
| **Woodrow Wilson Elementary** | **16-17** | **17-18** | **18-19** |
| 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.

| 2017-18 Student Enrollment by Group | |
|---|---|
| **Group** | **Percent of Total Enrollment** |
| Black or African American | 0.0 |
| American Indian or Alaska Native | 0.0 |
| Asian | 0.8 |
| Filipino | 0.0 |
| Hispanic or Latino | 98.9 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 0.2 |
| Socioeconomically Disadvantaged | 95.1 |
| English Learners | 67.9 |
| Students with Disabilities | 13.5 |
| Foster Youth | 0.5 |

## A. Conditions of Learning
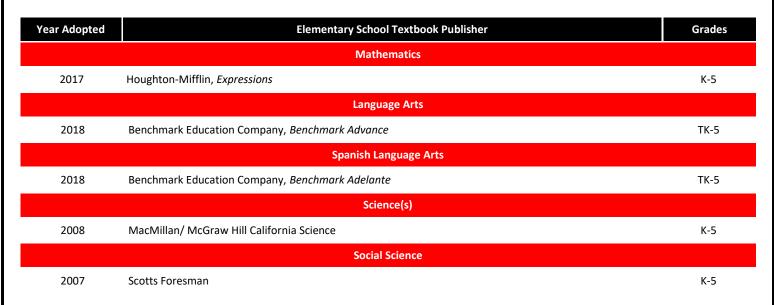
**State Priority: Basic**
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

| Teacher Credentials | | | |
|---|---|---|---|
| **Woodrow Wilson Elementary School** | **16-17** | **17-18** | **18-19** |
| With Full Credential | 26 | 26 | 25 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| **Santa Ana Unified School District** | **16-17** | **17-18** | **18-19** |
| With Full Credential | ♦ | ♦ | 1986 |
| Without Full Credential | ♦ | ♦ | 0 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 11 |

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. On October 9, 2018, the Santa Ana Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 18/19-3253 which certifies as required by Education Code §60119 that for the 2018-2019 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

| Year Adopted | Elementary School Textbook Publisher | Grades |
|---|---|---|
| **Mathematics** | | |
| 2017 | Houghton-Mifflin, *Expressions* | K-5 |
| **Language Arts** | | |
| 2018 | Benchmark Education Company, *Benchmark Advance* | TK-5 |
| **Spanish Language Arts** | | |
| 2018 | Benchmark Education Company, *Benchmark Adelante* | TK-5 |
| **Science(s)** | | |
| 2008 | MacMillan/ McGraw Hill California Science | K-5 |
| **Social Science** | | |
| 2007 | Scotts Foresman | K-5 |

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

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M & O) employs an electronic work order system - School Dude - enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian and principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M & O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems. In the summers and extended holiday periods, custodial teams address detail areas, including shampooing carpets, deep cleaning of whiteboards and surface areas, steam-cleaning chairs, and safety inspections of the campus and surrounding areas.

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/11/18 | | |
|---|---|---|
| **System Inspected** | **Repair Status** | **Repair Needed and Action Taken or Planned** |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| **Interior:** Interior Surfaces | Good | 5TH GRADE GIRLS RESTROOM: Wall outside has damage wo: 29156 ROOM 5101: Baseboard coming off wall wo: 29155 ROOM 5104: Baseboard coming off wall wo: 29155 ROOM K-2: Ceiling tile has water stain wo: 29154 |

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: 7/11/18 | | |
|---|---|---|
| System Inspected | Repair Status | Repair Needed and<br>Action Taken or Planned |
| **Cleanliness:**<br>Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| **Electrical:**<br>Electrical | Good | |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | Good | |
| **Safety:**<br>Fire Safety, Hazardous Materials | Good | |
| **Structural:**<br>Structural Damage, Roofs | Good | |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| **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

| Subject | 2017-18 CAASPP Results for All Students | | | | | |
|---|---|---|---|---|---|---|
| | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| ELA | 25.0 | 23.0 | 31.0 | 32.0 | 48.0 | 50.0 |
| Math | 24.0 | 21.0 | 25.0 | 26.0 | 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.

| Subject | CAASPP Test Results in Science for All Students | | | | | |
|---|---|---|---|---|---|---|
| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| Science | 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 area of physical education

| Grade<br>Level | 2017-18 Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 20.7 | 21.7 | 5.4 |

\* 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.

## School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
### Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 313 | 310 | 99.04 | 22.90 |
| Male | 172 | 170 | 98.84 | 21.76 |
| Female | 141 | 140 | 99.29 | 24.29 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 310 | 307 | 99.03 | 22.48 |
| Socioeconomically Disadvantaged | 301 | 298 | 99.00 | 22.15 |
| English Learners | 283 | 280 | 98.94 | 21.07 |
| Students with Disabilities | 42 | 41 | 97.62 | 9.76 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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.

## School Year 2017-18 CAASPP Assessment Results - Mathematics
### Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 313 | 311 | 99.36 | 20.58 |
| Male | 172 | 171 | 99.42 | 23.98 |
| Female | 141 | 140 | 99.29 | 16.43 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 310 | 308 | 99.35 | 20.13 |
| Socioeconomically Disadvantaged | 301 | 299 | 99.34 | 20.07 |
| English Learners | 283 | 281 | 99.29 | 19.22 |
| Students with Disabilities | 42 | 41 | 97.62 | 4.88 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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

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

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

## 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)**
Parents are encouraged to involve themselves in Woodrow Wilson Elementary School's learning community through volunteering their time, attending school events and sharing in decision-making processes. The school welcomes assistance in the classroom, library/media center, playground sports events, and in other school-wide activities. Parents are requested to assist in chaperoning student field trips.

Wilson Elementary School provides a wide range of opportunities for parents to interact with school staff, while supporting their child's academic efforts.

These may include:
• Back to School Night
• Open House
• School Site Council membership
• English Language Advisory Council membership
• Student performances
• "Parent and Me" Library Activities before and after school
• Computer Lab access before and after school
• Fundraisers
• Career and Junior Achievement Day
• Music and Choir
• "Class Act" events with Orange County Symphony Orchestra
• Sporting events
• Organizing student charity events
• Field Trip Chaperones
• Promotion activities
• Student recognition assemblies (Perfect Attendance, Reclassification to English Proficiency, Superior Academic Performance, Improvement in Academics, PBIS Awards)
• Parent education training and/or workshops (Leadership, ESL, Parenting, etc.)
• Parent morning and afternoon volunteers
• Padres en Acción (Program in which parents volunteer during recess to lead constructive playtime activities)
• General Parent Meetings
• Parent Teacher Organization (PTO)

The following campus organizations offer opportunities for parents to provide input on curricular programs, activities, and the design of the School's Plan:
• School Site Council - SSC
• English Language Advisory Council - ELAC

Parents seeking more information about becoming an active member in the school community may contact the principal at (714) 564-8100.

School-to-home communication is provided in both English and Spanish. Through routine correspondence, ClassDojo, and schoolwide phone and messaging communication, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates. Other methods of communicating with parents include:
• Blackboard Automated Phone Messaging System
• School web site
• Public Service Channels 31 and/or 51
• School and/or Class newsletters
• Flyers
• Letters
• School Marquee/Banners
• New Student Orientations
• Parent Meetings
• Twitter
• Remind 101
• Class Dojo
• FaceBook

**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.

**School Safety Plan**
The Comprehensive School Site Safety Plan (CSSP) was developed in collaboration with law enforcement and the district office to fulfill Senate Bill 187 requirements. The school's most current plan is reviewed and updated to address safety, security and emergency preparedness. Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees in March of each school year. Each School Safety Plan is forwarded to the District Office for review annually.

Woodrow Wilson Elementary School conducts an evacuation drill monthly pursuant to Title 19, California Code of Civil Regulations 3.13. Evacuation drills are conducted for both fire drills and at the conclusion of each earthquake drill. In addition, both lock down and lock out drills are conducted in the event of a dangerous presence on or around the campus. Wilson Elementary's School Safety Plan was approved in the 2017-18 school year on March 19, 2018. Key elements of the plan in 2017-18 included streamlining the evacuation routes for students and staff, ensuring more efficient accountability post-evacuation at the assembly area, and purging emergency backpacks of outdated supplies.

| Suspensions and Expulsions | | | |
|---|---|---|---|
| **School** | **2015-16** | **2016-17** | **2017-18** |
| **Suspensions Rate** | 4.7 | 2.0 | 2.7 |
| **Expulsions Rate** | 0.0 | 0.0 | 0.0 |
| **District** | **2015-16** | **2016-17** | **2017-18** |
| **Suspensions Rate** | 3.0 | 3.1 | 3.1 |
| **Expulsions Rate** | 0.1 | 0.1 | 0.0 |
| **State** | **2015-16** | **2016-17** | **2017-18** |
| **Suspensions Rate** | 3.7 | 3.7 | 3.5 |
| **Expulsions Rate** | 0.1 | 0.1 | 0.1 |

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

| Academic Counselors and Other Support Staff at this School | |
|---|---|
| **Number of Full-Time Equivalent (FTE)** | |
| **Academic Counselor** | 0 |
| **Counselor (Social/Behavioral or Career Development)** | 0 |
| **Library Media Teacher (Librarian)** | 0 |
| **Library Media Services Staff (Paraprofessional)** | .72 |
| **Psychologist** | .5 |
| **Social Worker** | 0 |
| **Nurse** | .2 |
| **Speech/Language/Hearing Specialist** | 1 |
| **Resource Specialist (non-teaching)** | 1 |
| **Other** | .5 |
| **Average Number of Students per Staff Member** | |
| **Academic Counselor** | N/A |

* 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.

| Grade | Average Class Size | | | Number of Classrooms* | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| K | 31 | 30 | 28 | | | | 4 | 4 | 4 | | | |
| 1 | 24 | 31 | 30 | | | | 5 | 3 | 3 | | | |
| 2 | 26 | 28 | 30 | | | | 5 | 4 | 3 | | | |
| 3 | 27 | 31 | 27 | | | | 4 | 4 | 4 | | | |
| 4 | 26 | 25 | 30 | | | | 4 | 4 | 4 | | | |
| 5 | 24 | 26 | 31 | 1 | | | 4 | 4 | 2 | | | 1 |
| Other | 11 | | | 1 | | | | | | | | |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

## Professional Development provided for Teachers

All curriculum and instructional improvement activities at Santa Ana Unified School District are transitioning to the Common Core State Standards. Staff development concentrations are selected and identified based upon student assessment results, LCAP requirements, teacher input, state standards, and professional development surveys.

All staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency. During the 2016-17 school year, our District-sponsored three days of staff development. Staff training topics at the individual school sites may have included: Writing, Frontloading, Data Analysis, PBIS, Smart Board Technology, effective teaching strategies and grading practices. Staff began with a week-long training for staff for grades 1st, 2nd and SPED in SIPPS. Reading data (SBAC, MAP Reading, and Accelerated Reader) indicated that students were promoting from 5th grade with an average reading level of mid-third grade. This data was also supported by the stark realization that well over 50% of 5th grade English learners also promoted without reclassifying to Fluent English Proficient status. Grades K, 3, 4 and 5 are released multiple days this school year to work with a Writing Consultant on Writer's Workshop. Data from the previous five-years of CELDT outcomes indicated that it is the single largest stumbling block for our students with respect to reclassification criteria. Teachers in grades 3, 4 and 5 have attended several days of the Simi Valley Math Project. All staff are also receiving small group assistance in the use of the online Lexia Reading curriculum to ensure high fidelity in implementation. Finally, a .3 FTE Teacher Effectiveness Coach assisted teachers with sentence frames and grammatical structures to support English learners in accessing the Visual and Performing Arts curriculum.

In the 2017-18 school year, Wilson Elementary staff strongly focused on training in Mathematics. All staff attended training on the new Common Core-aligned Houghton-Mifflin Math Expressions curriculum. Teachers supplemented their professional development in Mathematics by attending the Irvine Math Project. Third grade extended their Mathematics training to include an online component to replace ST Mathematics... That component was Sokikom Math, which more closely parallels the Common Core problem format. Third grade staff added SIPPS as phonics replacement component for Open Court. Grades 1, 2 and SPED began implementation the year prior and continued again this year. The District's TEC coaches assisted our staff in multiple curricular areas - technology, mathematics, STEM activities and more. Our 4th and 5th grade staff used either Khan Academy's "Mappers" or NWEA's "MAP Skills" online curriculum in lieu of ST Mathematics. Again, this was a decision rooted strongly in achievement data. Fourth and fifth grades also incorporated AVID strategies to ensure that our students adopted both the mindset and skills that will prepare them for college and career readiness. All staff and students received training and support in Brain Power - a curriculum designed to promote focus, mindfulness and emotional well-being. Finally, they received grade level specific training in "Writer's Workshop."

At present, in 2018-19, Wilson staff are predominantly focused on staff development in two key areas: 1) The Irvine Math Project and 2) Training in the newly adopted Benchmark Advance ELA/ELD curriculum. Secondary to these areas, staff continue trainings offered to support continued growth within the Houghton-Mifflin Math Expressions curriculum, now in year two implementation. Staff with needs relevant to GATE, AVID and PBIS are seeking out opportunities to complete their staff development needs in these areas. Technology trainings are regularly offered throughout the school year to provide support for staff using blended learning strategies.

At the District level, Santa Ana Unified offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year, after school, and during the summer and generally focus on curriculum, teaching strategies, and methodologies. District training opportunities over the past three years have focused on the following:

- Developing Units of Study for the Common Core
- English Language Development (ELD) Training
- Differentiated Instruction
- Safety Related Trainings
- CPR Training
- AVID (Advancement Via Individual Determination)
- Gifted and Talented Education
- Working with Parents
- Special Education topics, such as the use of tools in SEIS
- Benchmark Assessments in Language Arts and Math
- Training in data reports available through AERIES and Illuminate

- Use of Instructional Technology (Google Classroom)
- Training in Math Expressions
- Training in Benchmark Advance ELA/ELD
- Irvine Math Project
- PBIS
- MTSS
- Student Behavior (PSS)
- Principal's Instructional Leadership Workshops

To support veteran teachers as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Department of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

| FY 2016-17 Teacher and Administrative Salaries | | |
|---|---|---|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | $56,826 | $47,903 |
| Mid-Range Teacher Salary | $86,779 | $74,481 |
| Highest Teacher Salary | $110,107 | $98,269 |
| Average Principal Salary (ES) | $129,866 | $123,495 |
| Average Principal Salary (MS) | $131,985 | $129,482 |
| Average Principal Salary (HS) | $147,384 | $142,414 |
| Superintendent Salary | $327,000 | $271,429 |
| Percent of District Budget | | |
| Teacher Salaries | 36.0 | 35.0 |
| Administrative Salaries | 4.0 | 5.0 |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|---|---|---|---|---|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 7530 | 1165 | 6366 | 100759 |
| District | ♦ | ♦ | $6,836 | $91,640 |
| State | ♦ | ♦ | $7,125 | $80,764 |
| Percent Difference: School Site/District | | | -7.1 | 9.5 |
| Percent Difference: School Site/ State | | | -11.3 | 22.0 |

\* Cells with ♦ 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

- 21st Century ASSETS
- After School Education and Safety (ASES) (Proposition 49)
- AVID-OCDE Destination Graduation
- California Career Pathways Trust
- California Partnership Academies
- Head Start
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB:Title I, School Improvement Grant QEIA
- Ongoing & Major Maintenance Account
- PLTW (Project Lead The Way, Inc.)
- Supplementary Prgs-Specialized Secondary
- Title I, II, and III

## 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.