



Wilson Elementary School

1317 North Baker Street • Santa Ana, CA 92706-3457 • (714) 564-8100 • Grades K-5

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<http://www.sausd.us/wilson>

2018-19 School Accountability Report Card Published During the 2019-20 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 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." Wilson was honored with a Gold Medal Award for its PBIS efforts in 2018-19. The instructional focus is on interactive teaching with an emphasis on academic language development and the demonstration of critical thinking skills in all academic areas. The instructional staff at Wilson Elementary is committed to providing clear targets, frequent feedback, and research-based 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 is offered 30 additional hours outside of the school day to provide small group intervention in Language Arts and/or Mathematics. Approximately 155 students are served through the Engage 360 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 enrichment through 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 class for adults, parenting classes, resource information for families in need and funds a half-time Family Outreach Liaison.

Schoolwide Safety is taken seriously at Wilson Elementary. As such, administration and staff scan the identification of all school visitors through the RAPTOR system. Monthly fire drills, twice-annual earthquake drills, and a lockdown scenario are conducted each school year. A valet system is supervised before and after school with frequent police collaboration. All students are released after school from inside the school gates. The campus is clean and well-maintained. Wilson scholars are strongly encouraged to wear their uniforms daily and Roadrunner mascot or college attire on Fridays.

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 Profile

Santa Ana Unified School District (SAUSD) is the tenth largest district in the state, currently serving nearly 51,482 students in grades K-12, residing in the city of Santa Ana. As of 2018-19, 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 84% enrolled in the Free or Reduced Price Meal program, 34% 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	91
Grade 2	86
Grade 3	83
Grade 4	110
Grade 5	116
Total Enrollment	578

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	0.9
Hispanic or Latino	98.3
White	0.2
Socioeconomically Disadvantaged	94.1
English Learners	52.4
Students with Disabilities	13.8
Foster Youth	0.2
Homeless	5.2

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 for Wilson Elementary	17-18	18-19	19-20
With Full Credential	26	25	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Ana Unified	17-18	18-19	19-20
With Full Credential	◆	◆	1946
Without Full Credential	◆	◆	17
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Wilson Elementary School

Indicator	17-18	18-19	19-20
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)

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 September 10, 2019, 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. 19/20-3309 which certifies as required by Education Code §60119 that for the 2019-2020 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.

Textbooks and Instructional Materials

Year and month in which data were collected: September 10, 2019

Year Adopted	Elementary School Textbook Publisher	Grades
Mathematics		
2017	Houghton-Mifflin, <i>Expressions</i>	K-5
Language Arts		
2018	Benchmark Education Company, <i>Benchmark Advance</i>	TK-5
Spanish Language Arts		
2018	Benchmark Education Company, <i>Benchmark Adelante</i>	TK-5
Science(s)		
2008	MacMillan/ McGraw Hill, <i>California Science</i>	K-5
Social Science		
2007	Scott- Foresman, <i>History-Social Science for California</i>	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 plant custodian and principal (or TOSA) 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 the 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: 7/8/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	5104: Office between 5103 & 5104 tile missing and several water leak tiles -W/O #43404
Interior: Interior Surfaces	Fair	5104: Office between 5103 & 5104 tile missing and several water leak tiles -W/O #43404 5202: Baseboard by the front door gone. -W/O #43404 5203: Baseboard below cabinet missing -W/O #43404 5204: Baseboard by front door missing -W/O #43404 CAFETERIA: Several floor tiles cracked and missing pieces -W/O #43400 MPR: hole in wall near exit. -W/O #46895
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	LAUNCH AREA: Rain gutters need repair and termite damage wood. -W/O #46893
Electrical: Electrical	Good	K-1: Low pressure on water fountain/ electrical socket by white board -W/O #43399 & 43836 K-2: Toilet far left constant flow of water/ front door hard to open -W/O # 43399 MPR: Wheelchair lift does not have power -W/O #47832
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	BOYS RR PLAYGROUND: Inside door handle really loose and hard to open door -W/O#43402 GIRLS RR PLAYGROUND: Inside door handle really loose and hard to open door -W/O#43402 K-1: Low pressure on water fountain/ electrical socket by white board -W/O #43399 & 43836 K-5: Water fountain loose -W/O #43399 QUAD AREA: Far left water fountain, no water -W/O #43399
Safety: Fire Safety, Hazardous Materials	Good	BOYS RR PLAYGROUND: Inside door handle really loose and hard to open door -W/O#43402 GIRLS RR PLAYGROUND: Inside door handle really loose and hard to open door -W/O#43402

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Fair	5102: Baseboard needs repair, glue. - W/O#43404 5202: Baseboard by the front door gone. - W/O #43404 5204: Baseboard by front door missing - W/O #43404 BOYS RR PLAYGROUND: Inside door handle really loose and hard to open door -W/O#43402 GIRLS RR PLAYGROUND: Inside door handle really loose and hard to open door -W/O#43402 K-2: Toilet far left constant flow of water/ front door hard to open -W/O # 43399 K-3: Cabinet repair needed -W/O #43404 LAUNCH AREA: Rain gutters need repair and termite damage wood. -W/O #46893
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	BOYS RR PLAYGROUND: Inside door handle really loose and hard to open door -W/O#43402 GIRLS RR PLAYGROUND: Inside door handle really loose and hard to open door -W/O#43402 K-5: Water fountain loose -W/O #43399
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	23	40	32	35	50	50
Math	21	33	26	28	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	12.6	13.5	24.3

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.

**School Year 2018-19 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	300	293	97.67	39.59
Male	161	159	98.76	37.11
Female	139	134	96.40	42.54
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	294	287	97.62	39.02
White	--	--	--	--
Socioeconomically Disadvantaged	287	280	97.56	38.57
English Learners	274	267	97.45	37.83
Students with Disabilities	42	41	97.62	12.20
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	36	36	100.00	0.00

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 2018-19 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	300	299	99.67	33.11
Male	161	161	100.00	40.99
Female	139	138	99.28	23.91
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	294	293	99.66	32.42
White	--	--	--	--
Socioeconomically Disadvantaged	287	286	99.65	32.17
English Learners	274	273	99.64	31.87
Students with Disabilities	42	42	100.00	9.52
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	36	36	100.00	0.00

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 2019-20)

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 schoolwide 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
- Music and Choir
- 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 in the Wellness Center (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
- Parent-Teacher Organization (PTO)
- DAC/DELAC Representatives

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 Channel 31
- 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 CSSP is managed by the District via Doc-Tracking. 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. Each school also meets with Santa Ana Unified School Police annually to discuss egress/ingress, crime data and other factors related to Crime Prevention Through Environmental Design (CPTED).

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.0	2.7	1.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.1	3.1	3.2
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	3.0

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	30		4		28		4		23	1	3	
1	31		3		30		3		23		4	
2	28		4		30		3		29		3	
3	31		4		27		4		28		3	
4	25		4		30		4		28		4	
5	26		4		31		2	1	29		4	
Other**												

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	24	22	14

In the 2017-18 school year, Wilson Elementary focused on Mathematics professional development. All teachers attended training to implement the recently-adopted Houghton-Mifflin Math Expressions curriculum (4 full days) and supplemental Irvine Math Project lessons (12 full days - 2 per grade level). Grades K - 3 teachers received professional development on SIPPS to use as replacement for the phonics component of Open Court Reading, district-adopted ELA curriculum (2 full days). All teachers received professional development in writing, three times during the year (6 partial days).

In 2018-19, Wilson teachers received professional development in two key areas: 1) mathematics - Irvine Math Project training (6 full days) and 2) implementation of Benchmark Advance, newly adopted ELA/ELD curriculum for grades K - 5 (8 full days). Mathematics was selected as an area of professional growth by the Instructional Leadership based on multiple measures data analysis: 2017/18 CAASPP SBAC Math, MAP math and District benchmark assessments' results. Grade-level teams participated in 2 three-hour professional conversations sessions, following Fall and Winter administrations of the MAP Math assessment (6 partial days). All staff received training on school safety and emergency procedures (1 full day). Activity Monitors received 5 training sessions on the following topics: team building strategies, student mediation and problem-solve, communication with students, communication with parents and student engagement (1 full day).

For the current school year, 2019/20, prior to the first day of instruction, all staff received training on school safety and emergency procedures (1 partial day). In addition, all teachers districtwide were required to participate in MTSS professional development (1 partial day). For 2019/20, the school has identified Mathematics as a major area for professional growth and development. All teachers are required to participate in Benchmark Advance ELD training to implement both, integrated and designated ELD instruction, daily. Teachers will receive training and coaching on the new components of ST Math (1 partial day), Irvine Math Project (8 partial days), and the use of student mathematical discourse to explain their reasoning and develop problem-solving skills. As indicated by data collected from various 2018/19 District and State assessments, last year Wilson made significant growth in mathematics (compared to the prior year, 2017/18); however, overall math scores continue to be lower than overall reading scores across all grade-levels. Teachers will participate in professional conversations sessions with the principal two times for an hour, to analyze students/class math data, determine progress, and plan differentiated instruction, based on student needs (4 partial days). At the beginning of the year teachers in grades K - 3 were required to attend DIBELS 8th Edition training. DIBELS 8th Edition (most recent edition) is used districtwide to assess and monitor students' progress in reading (K - 3) (2 partial days). As indicated in the 2019/20 School Plan for Student Achievement (SPSA), teachers in grades 4 and 5 will complete AVID Essentials training to support students with research-based strategies to develop 21st Century skills and prepare them for college and careers (4 full days).

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,963	\$48,612
Mid-Range Teacher Salary	\$88,515	\$74,676
Highest Teacher Salary	\$112,309	\$99,791
Average Principal Salary (ES)	\$134,678	\$125,830
Average Principal Salary (MS)	\$134,945	\$131,167
Average Principal Salary (HS)	\$148,184	\$144,822
Superintendent Salary	\$327,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
Administrative Salaries	4%	5%

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

Types of Services Funded

- After School Education and Safety (ASES) - Engage 360
- AVID-OCDE Destination Graduation
- California Career Pathways Trust
- California Partnership Academies
- Education for Homeless Children and Youth
- Educator Effectiveness - Professional Development Opportunities
- Head Start
- Kinder Readiness Program II
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Migrant Education
- NCLB: Title II, Part B, CA Mathematics and Science Partnerships (CaMSP)

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7520	1238	6282	102700
District	N/A	N/A	\$6,936	\$94,982.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-9.9	7.8
School Site/ State	-17.8	21.9

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.

- Ongoing & Major Maintenance Account
- Positive School Climate Mode (PBIS)
- Special Education
- Title I, Part A
- Title I, School Improvement Grant QEIA
- Title II-Part A Improving Teacher Quality
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program
- Parent Teacher Organization
- Tutoring - 30 Hours
- Before School Computer Lab Assistance
- After School Library Hours