



# Wilson Elementary

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

Mrs. Erica Graves, Principal, Principal

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

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Santa Ana Unified School District

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#### District Governing Board

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Chief Anastasia Smith  
**School Police Department**

### 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 year 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 and recognized in 2019-20 with the We Care Award. Wilson School's 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. Wilson Elementary administration and the instructional leadership team focus strongly on building literacy. Transitional Kindergarten through fifth-grade students are provided with multiple Common Core-aligned strategies for intervention - both at home and at school: ST Math, Lexia Reading, TumbleBooks, and myON Reading, among others. Trimester assessments using NWEA's Measures of Academic Progress (MAP) in ELA and Mathematics, DIBELS fluency, and State testing (ELPAC and SBAC) provide measures of academic progress and growth in English. To assist in remediating lower student performance, 30 additional hours outside of the regular school day was provided for small group intervention in Language Arts and/or Mathematics. In the spring of 2020, Title I funds were set aside to provide additional support for our students performing below the 20th percentile nationally. Unfortunately, the COVID pandemic interrupted this opportunity. We were fortunate that many of these students were able to receive additional support after the close of the school year through an academic-focused summer school session. Enrichment opportunities are also made available to all students. Approximately 155 students are served through the Engage 360 after school program which provides a late afternoon meal, exercise (such as karate and yoga), music, art, STEM, and other enrichment activities. Most importantly, students are provided with valuable time to complete assigned homework and reading. Wilson infuses both in-school and extracurricular periods with additional opportunities for personal self-development through art lessons, music performances, and online activities. Both the school library and computer lab are open extended hours before and after school, four days a week.

Preparations and procedures for student safety before, during, and after school is a priority at Wilson Elementary. As such, all visitors to campus must provide valid identification and which is scanned 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 collaboration with both SAUSD and Santa Ana Police Services. The Wilson Safety Team recently collaborated with the City of Santa Ana on the "Safe Routes to School" grant application. Input as provided by students, parents, and staff on the pedestrian and vehicular pathways to and from our campus. At the close of the school day, all students are released to family members or authorized care providers from inside the school gates. Parents of fourth and fifth-grade students are provided the opportunity to complete a permission form allowing their upper-grade child to walk home independently. The campus is clean and well-maintained. Wilson scholars are strongly encouraged to wear their uniforms daily.

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 to 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 eleventh largest district in the state, currently serving nearly 45,576 students in grades K-12, residing in the city of Santa Ana. As of 2019-20, SAUSD operates 36 elementary schools, 8 intermediate schools, 7 high schools, 4 educational options-secondary schools, and 1 dependent charter school. The student population is comprised of 81% enrolled in the Free or Reduced Price Meal program, 38% 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 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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	66
Grade 2	85
Grade 3	84
Grade 4	77
Grade 5	103
Total Enrollment	507

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.6
Asian	0.4
Filipino	0.2
Hispanic or Latino	98.6
White	0.2
Socioeconomically Disadvantaged	91.9
English Learners	57.4
Students with Disabilities	14.2
Homeless	7.5

## 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 for Wilson Elementary	18-19	19-20	20-21
With Full Credential	25	24	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Ana Unified School District	18-19	19-20	20-21
With Full Credential	♦	♦	1918
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Wilson Elementary

Indicator	18-19	19-20	20-21
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 2020-21)

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 22, 2020, 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. 20/21-3370 which certifies as required by Education Code §60119 that for the 2020-2021 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 22, 2020

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 7/8/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	5101: Baseboard falling off by light switch -W/O #57969 5202: Replace/reglue baseboard by door (left side) -W/O #57969 5204: Replace/reglue baseboard by door (left side) -W/O #57969
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	K-1: Water fountain not working no water -W/O #57970
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	STAFF RR NEXT TO MPR: Door will not close all the way could be the frame -W/O #57969
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	40	N/A	35	N/A	50	N/A
Math	33	N/A	28	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	16	N/A	21	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

Parents and guardians are encouraged to involve themselves in Woodrow Wilson Elementary School's learning community through volunteering their time, attending school events, and sharing in the decision-making processes. The school welcomes assistance in the classroom, library/media center, playground sports events, and numerous other schoolwide activities and events. To promote a cohesive school community, Wilson Elementary offers a wide variety of leadership roles for parents and membership on the English Language Advisory Council, DAC/DELAC representatives, School Site Council or Safety Team, membership and/or leadership on the Parent Teacher Organization. The school's Parent Wellness Center has become a hub for parent training, resources, and referrals to specialized services. A part-time Family and Community Engagement Worker ensures that Wilson's Wellness Center also hosts parenting classes and collaborates with outside agencies. Wilson Elementary also provides funding for a half-time Family Outreach Liaison who assists with attendance concerns and providing resources that promote children's general welfare.

Aside from leadership or advisory roles on school committees, there are plentiful opportunities for parents to collaborate with school staff while supporting their child's academic efforts:

- Back to School Night
- Open House
- Weekly parent meetings
- Student performances
- "Parent and Me" Library Activities before and after school
- Computer lab access before and after school
- Fundraisers
- Music and choir
- Sporting 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 (ESL, parent classes, assistance with accessing government resources, etc.)
- Parent morning and afternoon volunteers
- Padres en Acción (volunteer program during recess to promote peaceful, active, and enjoyable playtime activities)

The following campus organizations offer opportunities for parents to provide input on curricular programs, activities, and the design of the School's Plan. Elections for ELAC, SSC, and DAC/DELAC members/representatives are held annually in accordance with Wilson Elementary by-laws:

- School Site Council
- English Language Advisory Council
- Parent-Teacher Organization (PTO)
- DAC/DELAC Representatives

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

School-to-home communication is provided in both English and Spanish, or in the preferred home language requested by each family at the time of enrollment. Parents are kept informed of important school information through the use of the ParentSquare app (email and/or text), flyers, correspondence, phone calls, the school website, and the marquee. This information generally includes upcoming school events, student activities, schedule or policy changes, curriculum and testing updates, and information relating to health and safety, as well as opportunities to provide feedback through surveys and questionnaires.

**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 (School Year 2020-2021)**

2019-20 CSSP Approval Date: 2/27/2020

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**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.7	1.0	3.1	3.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.9	2.3	
Expulsions	0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

#### 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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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)	
Other	4

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

##### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	28		4		23	1	3		22	1	3	
1	30		3		23		4		26		2	
2	30		3		29		3		26		3	
3	27		4		28		3		28		3	
4	30		4		28		4		26		3	
5	31		2	1	29		4		26		4	
Other**									14	2		

\*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	22	24	16

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 conversation 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-solving, communication with students, communication with parents, and student engagement (1 full day).

Prior to the first day of instruction in the 2019-20 school year, 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 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 received 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. Based on data collected from various 2018-19 District and State assessments, Wilson made significant growth in mathematics compared to the prior year; however, overall math scores continue to be a weak area across all grade levels tested. 2019-20 data was not available due to the COVID-19 and the spring school closure. Teachers participated in professional conversations with the principal regarding mathematical progress. They collaborated in two, one-hour sessions 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 attended DIBELS 8th Edition training. DIBELS 8th 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 completed 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). They also participated in a half-hour training on GATE identification. Additionally, teachers at these upper-grade levels trained in the implementation of the Everfi online education to ensure that their students completed the modules required for student Internet Safety training.

2020-21 saw the school year open virtually. The opening was delayed to provide teaching staff with a full week of training in Google Classroom, digital use of standards-based online curriculum, and a variety of apps for instructional delivery. Teachers were able to complete this initial professional development which provided them with the tools to begin the year's instruction remotely. An additional 12 hours (3 days) of professional development is scheduled throughout the school year. This wide variety of course offerings allow the teaching staff to focus on instructional areas specific to their learning needs. The professional development topics range from enhancing students' learning experiences in the ELA, Math, Science, ELD, and Social Science curriculum to the use of apps and strategies designed to facilitate distance learning.

Based on dashboard data, recent assessments, and both student and parent surveys, Wilson Elementary's 2020-21 areas of professional development for certificated staff will focus on several areas. Title I funding was approved and set aside to compensate staff for training beyond their professional workday.

- Advancement Via Individual Determination (5 days)
- Restorative Practices (2 days)
- myON Reading (2 days)
- ST Math (1 day)
- Safety-based training (Ambit, GoGuardian, mandated reporting, etc.) (1 day)
- ParentSquare (1 day)
- Training related to the transition to hybrid status (1 day)

The classified staff has received an extensive amount of professional development this current school year, as well.

- Ambit
- Permission Click
- ParentSquare
- Google Classroom
- Basic Troubleshooting Skills
- Training related to hybrid status

Though Santa Ana Unified's K-12 Teaching and Learning Department has provided hundreds of opportunities for learning growth, teachers looking to expand their skill set are also encouraged to seek outside sources for training. Wilson staff are always welcomed to expand their professional knowledge. Despite the challenges of distance learning, we have been fortunate to see silver linings throughout. Staff collaboration is taking place at unprecedented rates - in-house, throughout the District, and via online forums. In many ways, distance learning has pushed educators to take a hard look at their instructional practices, resulting in a renaissance of innovative teaching strategies.

Staff is provided encouragement and feedback for their efforts through participation in a variety of school associations - Instructional Leadership Team, Positive Behavior Interventions and Supports Team, Coordination of Services Team, and others. Wilson's principal also takes time to meet online with teachers during class sessions, at bi-weekly staff meetings, and through individual appointments.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,963	\$50,029
Mid-Range Teacher Salary	\$88,515	\$77,680
Highest Teacher Salary	\$112,309	\$102,143
Average Principal Salary (ES)	\$137,206	\$128,526
Average Principal Salary (MS)	\$137,844	\$133,574
Average Principal Salary (HS)	\$151,578	\$147,006
Superintendent Salary	\$327,000	\$284,736

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
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/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

- 21st Century ASSETS
- After School Education and Safety (ASES)
- AVID-OCDE Destination Graduation
- California Career Pathways Trust
- California Partnership Academies
- Carl D Perkins Section 131 Career and Technical Education
- College Readiness Block Grant
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- ESSA: CSI LEA funding
- Head Start
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Migrant Education
- Ongoing & Major Maintenance Account
- PLTW (Project Lead The Way, Inc.)
- Positive School Climate Model
- Special Education
- Supplementary Prgs-Specialized Secondary
- Title I, Part A
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality
- Title IV, Part A, Student Support and Academic Enrichment Grant Program

### 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.

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8769	1608	7161	102441
District	N/A	N/A	\$7,554	\$94,411
State	N/A	N/A	\$7,750	\$83,052

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.3	8.2
School Site/ State	-7.9	20.9

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