

# Wilson Elementary School

## School Accountability Report Card

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

#### Published During 2019-20

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

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

Entity	Contact Information
<b>School Name</b>	Wilson Elementary School
<b>Street</b>	1750 Spyglass Drive
<b>City, State, Zip</b>	Corona, CA 92883
<b>Phone Number</b>	(951) 739-5820
<b>Principal</b>	Amy Johnson
<b>Email Address</b>	kgelzleichter@cnusd.k12.ca.us
<b>Website</b>	<a href="http://www.cnusd.k12.ca.us/wies">www.cnusd.k12.ca.us/wies</a>
<b>County-District-School (CDS) Code</b>	22-670-33-6117998

Entity	Contact Information
<b>District Name</b>	Corona-Norco Unified School District
<b>Phone Number</b>	(951) 736-5000
<b>Superintendent</b>	Michael H. Lin, Ed.D.
<b>Email Address</b>	mclin@cnusd.k12.ca.us
<b>Website</b>	www.cnusd.k12.ca.us

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

Nestled in the majestic hills of the Cleveland National Forest, Wilson Elementary is located in southern Corona. The Eagle Glen Community is proud that Wilson Elementary holds the unique distinction of being the first developer-constructed school in the state of California. The Eagle Glen community is surrounded by a variety of businesses and housing developments. This unique setting has drawn a multitude of cultures to our ever growing community. There are more than twenty different languages and cultures represented in the Wilson community. Our major subgroups include: White, Hispanic, English Language Learners, and Socio-Economically Disadvantaged students. Other ethnic/racial groups include: Asian, American Indian, African American, Filipino, Pacific Islander and Arabic.

Our mission at Woodrow Wilson Elementary is to provide the highest quality instruction and services to every student. We expect academic excellence and progress, social growth and accountability in all students. Our vision at Wilson Elementary School is to create an atmosphere in which all students will learn in a positive, nurturing environment. We believe that having and modeling high expectations for students will help students achieve their highest potential. We are committed to providing our students with a standards-based curriculum. Wilson's teaching staff knows and understands grade level expectations to ensure that all students progress toward the goal of meeting or exceeding state standards. At the core of our curriculum are the state standards supported by adopted curricular texts which delineate the core ideas that students should learn at each grade level. Through collaborative efforts among all segments of the school community, we search for instructional strategies that reflect current research and best practices. We know that social-emotional supports are critical and integrate positive behavioral supports into our day to prepare our students to participate in our 21st century global economy. With the determination to succeed driving us forward toward specific, standards-based measurable expectations, the entire staff at Wilson stays focused on our vision of improved student achievement.

Along with our general education students, Wilson Elementary also provides services for a variety of students with special needs. We have three special day classes which provides services to first through sixth grade students with special needs. Students with a variety of disabilities including Autism, cognitive delays, speech, and other designated instructional services are serviced by both special and general education teachers. Additionally, two full-time special education teachers and two instructional aides serving students in our Resource Specialist program. Our underlying premise in providing special education services is to provide students with equal access to the core curriculum in the least restrictive environment as possible. Several of our students with special needs are fully included in general education classes.

All of our students have access to environmentally rich learning environments including at least two computers in each classroom. Our students also have access to three 35 station VDI computer laboratories with Internet access. Students are also provided with opportunities to experience Microsoft Publisher, PowerPoint, Excel and basic word processing skills. Our library includes more than 11,800 selections. Students experience a wide array of leveled books through our on-line Accelerated Reader program. These selections are designed to encourage independent reading by addressing each student's lexile reading level.

At Wilson Elementary, we offer a variety of support services to address the "whole child." Support services are provided by the school psychologist and health clerk. Under the direction of the classroom teachers, the bilingual assistant delivers academic support utilizing preview/review strategies, translations and Immersion strategies.

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

Grade Level	Number of Students
Kindergarten	112
Grade 1	104
Grade 2	120
Grade 3	118
Grade 4	131
Grade 5	109
Grade 6	130
Total Enrollment	824

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

Student Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	0.7
Asian	8.5
Filipino	1
Hispanic or Latino	44.9
Native Hawaiian or Pacific Islander	0.2
White	38.7
Two or More Races	1.7
Socioeconomically Disadvantaged	38.1
English Learners	16.4
Students with Disabilities	16.1
Foster Youth	0.8
Homeless	

## A. Conditions of Learning

### State Priority: Basic

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

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

## Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
<b>With Full Credential</b>	35	35	33	2210
<b>Without Full Credential</b>	0	0	0	2
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	101

## Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

**Year and month in which data were collected:** September 3, 2019

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 3, 2019, the Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 46 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, Corona-Norco Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2017 Benchmark Education, Benchmark Advance 2013 Cengage Learning, Reach Level A 2014 Pearson, Opening the World of Learning	Yes	0
<b>Mathematics</b>	Math-Pearson 2 Envision Math 2016 K-2, Math-Pearson EnVision Math California Common Core 2015 Grade 3-6, Math Teacher Supplemental Materials Heinemann Grade 3-5, Grade 6 Envision Math 2009 & Connected Mathematics,	Yes	0
<b>Science</b>	2008 Macmillan/McGraw-Hill, California Science	Yes	0
<b>History-Social Science</b>	2006,2007 Social Studies California Reflection-Harcourt, Kinder Social Studies Our World Now and Long ago, Grade 1 Social Studies Harcourt A Childs View, Grade 2 Social Studies Harcourt People we Know, Grade 3 Social Studies Harcourt Our Communities, Grade 4 Social Studies Harcourt California: A Changing State, Grade 5 Social Studies Harcourt, The United States: Making New Nation, Grade 6 Social Science Harcourt Ancient Civilization,	Yes	0

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

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Woodrow Wilson Elementary School's original facilities were built in 2000; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Addition of computer lab
- New carpet in classrooms
- Add new swing gate at front of school

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Woodrow Wilson Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- General grounds maintenance
- Office area cleaning
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Cafeteria cleanup
- Office area cleaning
- Restroom cleaning
- Event setup/cleanup

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

**School Facility Good Repair Status (Most Recent Year)**

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

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

**Year and month of the most recent FIT report:** 4/4/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	RM 16: 4. PENCIL SHARPENER COVER IS MISSING/ INJURY HAZARD RM 17: 4. CEILING TILE HAS HOLE RM 18: 4. PENCIL SHARPENER COVER IS MISSING/ INJURY HAZARD RM 21: 4. SMALL WATER STAIN CEILING TILES ABOVE SINK RM 26: 4. PENCIL SHARPENER COVER IS MISSING/ INJURY HAZARD RM 27: 4. WATER STAIN CEILING TILES RM 28: 4. WATER STAIN CEILING TILES/ PENCIL SHARPENER COVER IS MISSING/ INJURY HAZARD
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	RM 15: 11. CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN) RM 22: 11. CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN) RM 5: 11. CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN) RM 6: 11. CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN) 14. TRIP HAZARD ON WALKWAY RM 8: 11. CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN)
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	RM 13: 14. METAL IS PROTRUDING AT BASE OF BEAMS ON WALKWAY/ INJURY HAZARD RM 20: 14. METAL IS PROTRUDING AT BASE OF BEAMS ON WALKWAY/ INJURY HAZARD RM 6: 11. CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN) 14. TRIP HAZARD ON WALKWAY RM 7: 14. CONCRETE IS CRACKED AT CUSTODIAN DOOR RM 9: 14. TRIP HAZARD ON WALKWAY
<b>Overall Rating</b>	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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	62	64	61	61	50	50
Mathematics (grades 3-8 and 11)	51	57	46	47	38	39

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

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

### CAASPP Test Results in ELA by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	479	474	98.96	1.04	63.92
Male	232	229	98.71	1.29	56.77
Female	247	245	99.19	0.81	70.61
Black or African American	23	23	100.00	0.00	47.83
American Indian or Alaska Native	--	--	--	--	--
Asian	42	42	100.00	0.00	80.95
Filipino	--	--	--	--	--
Hispanic or Latino	210	209	99.52	0.48	55.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	184	180	97.83	2.17	70.56



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	183	181	98.91	1.09	46.41
English Learners	97	97	100.00	0.00	42.27
Students with Disabilities	84	82	97.62	2.38	23.17
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	479	475	99.16	0.84	57.26
Male	232	230	99.14	0.86	53.91
Female	247	245	99.19	0.81	60.41
Black or African American	23	23	100.00	0.00	39.13
American Indian or Alaska Native	--	--	--	--	--
Asian	42	42	100.00	0.00	85.71
Filipino	--	--	--	--	--
Hispanic or Latino	210	209	99.52	0.48	45.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	184	181	98.37	1.63	65.19
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	183	182	99.45	0.55	36.26
English Learners	97	97	100.00	0.00	39.18
Students with Disabilities	84	82	97.62	2.38	20.73
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

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

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

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

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

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.0	28.6	32.4

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

## C. Engagement

### State Priority: Parental Involvement

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

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

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

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through the Wilson Elementary app, automated telephone messages, email, newsletters, the school marquee, the school website, parent information nights, and Facebook. Contact Kelley Gelzlechter, Principal, at (951) 739-5820 for more information on how to become involved in your child's learning environment.

**Opportunities to Volunteer**

- Chaperone
- Classroom Helper
- Fundraising Activities
- Library Assistant
- Book Fair
- Disaster Drill Preparedness
- Food Drive
- Soaring Eagles
- Tutoring Program
- Dads All In

**Committees**

- English Learner Advisory Council
- Parent Teacher Association
- School Site Council
- GATE Advisory Committee

**School Activities**

- Back to School Night
- Open House
- Awards Assemblies
- Community Events
- Family Educational Nights
- Family Fun Nights
- GATE Academies
- Parent Library Program
- Patriotic Assemblies
- School Site Events

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	1.1	0.9	1.7	2.9	2.9	3.2	3.6	3.5	3.5
<b>Expulsions</b>	0.1	0.0	0.0	0.1	0.2	0.2	0.1	0.1	0.1

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

The Comprehensive School Site Safety Plan was developed for Woodrow Wilson Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2017.

### D. Other SARC Information

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

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

Grade Level	2016-17	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	25		5		36	1		2	37	1		2
1	30		4		28		4		24		3	
2	28		4		24		5		21	1	5	
3	24	1	4		26	1	4		28		4	
4	29		5		26		4		27	1	4	
5	33		2	2	30		5		26		4	
6	22	1	5		25	1	4		27	1	4	
Other**									26		1	

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

\*\* "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

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

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7039.999713	941.081228	6098.918485	98,725.83
District	N/A	N/A	\$6,293	\$97,905.00
Percent Difference - School Site and District	N/A	N/A	-3.1	0.8
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-20.7	18.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

For the 2015-16 school year, Corona-Norco Unified School District spent an average of \$9,901 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Corona-Norco Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other ARRA Programs
- Other Federal Funds
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Tobacco-Use Prevention Education
- Vocational Programs

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$62,059	\$48,612
Mid-Range Teacher Salary	\$94,278	\$74,676
Highest Teacher Salary	\$116,021	\$99,791
Average Principal Salary (Elementary)	\$127,372	\$125,830
Average Principal Salary (Middle)	\$131,977	\$131,167
Average Principal Salary (High)	\$138,657	\$144,822
Superintendent Salary	\$374,392	\$275,796
Percent of Budget for Teacher Salaries	41%	34%
Percent of Budget for Administrative Salaries	4%	5%

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

## Professional Development (Most Recent Three Years)

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

Woodrow Wilson Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

All training and curriculum development activities at Woodrow Wilson Elementary School revolve around the California State Standards.

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Woodrow Wilson Elementary School supports ongoing professional growth throughout the year during Professional Collaboration Time (PCT). Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

For the 2018-2019 school year, Wilson teachers and staff will also have the opportunity to participate in a variety of training opportunities.

- Common Core State Standards in Math & English Language Arts
- Guided Reading
- In-School Intervention by Grade Level
- Positive Behavior Interventions and Supports (PBIS)
- PLC 4 Real with John Antonetti
- InnovateEd with leadership team and 1st/2nd grade focused math strategies
- Safety including Active Shooter and school drills for earthquake, fire, and lockdown
- Special Education including assessment, strategies, and IEPs
- Math Practices/Strategies
- Diagnostics and Data Analysis (I-Ready)
- Close Reading

During the 2017-18 school year, Woodrow Wilson Elementary School held staff development training devoted to:

- Common Core State Standards in Math & English Language Arts
- Implementation of Benchmark ELA materials
- GATE Academy
- In-School Intervention by Grade Level
- Positive Behavior Interventions and Supports (PBIS)
- Professional Collaboration
- Professional Learning Communities
- Safety
- Special Education
- Reciprocal Teaching
- Implementation, Diagnostics, and Data Analysis (I-Ready)
- Close Reading
- Instructional Strategies
- Math Practices/Strategies
- Running Records

During the 2017-18 school year, Woodrow Wilson Elementary School's teachers had the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

- 21st Century Learning Design: SAMR
- 3rd Grade Fractions Unit
- Active Shooter
- Benchmark Planning
- Application of Instructional Shifts in Lesson Design
- Assessment Building
- Autism CPI Training
- Advancement Via Individual Determination Training
- Blended Learning
- BreathTaking Mindfulness
- Canvas Training
- California Alternative Assessment Training
- Evidence Based Practices
- Positive Behavior Intervention and Support (PBIS)
- Close Reading
- ELA/Daily Five Planning
- Math Writing Planning
- ELA/Science/Social Studies Planning
- Classroom Management Skills
- Digital Citizenship
- Dual Language Immersion
- Educational Technology Training
- iReady Training
- ELA/ELD McGraw-Hill Pilot Training
- Science for Everyone
- Engaging in Challenging Conversations
- Envision Overview
- GATE: Meeting the Needs of 21st Century Gifted Learners
- Grade Level Essential Standards Planning
- Introduction to Restorative Practices
- Next Generation Science Standards (NGSS)
- Number Talks
- SchoolMessenger
- Shelter Instruction Observation Protocol (SIOP)
- Step Up to Writing
- Social Studies
- Writing for the 21st Century Student

During the 2016-17 school year, Woodrow Wilson Elementary School held staff development training devoted to:

- Common Core State Standards in Math & English Language Arts
- GATE Academy
- In-School Intervention by Grade Level
- Positive Behavior Interventions and Supports (PBIS)
- Professional Learning Communities
- Safety
- Special Education
- Close Reading Strategies
- Instructional Strategies
- Math Practices/Strategies
- Leadership Development through InnovateEd focused around Close Reading strategies