



Wildomar Elementary School

21575 Palomar Road • Wildomar, CA 92595 • (951) 253-7555 • Grades K-5

Michael Hoffman, Principal
michael.hoffman@leusd.k12.ca.us

2013-14 School Accountability Report Card Published During the 2014-15 School Year



Lake Elsinore Unified School District

545 Chaney St.
Lake Elsinore, CA 92530
(951) 253-7000
www.leusd.k12.ca.us

District Governing Board

Heidi Matthies Dodd

Juan I. Saucedo

Stan Crippen

Susan E. Scott

Tom Thomas

District Administration

Dr. Doug Kimberly
Superintendent

Dr. George Landon
Deputy Superintendent

Dr. Gregory J. Bowers
Assistant Superintendent

Dr. Alain Guevara
Assistant Superintendent

Kip Meyer
Assistant Superintendent

Sam Wensel
Executive Director

Superintendent's Message

The district is on the right track, and doing positive things by engaging all stakeholders in student achievement. Let me illustrate multiple ways education reforms are being implemented for the good of all students in every classroom as we strive to close the Achievement Gap district wide.

California's Local Control Funding Formula, coupled with a new Local Control Accountability Plan, or LCAP, are fundamental to closing the Achievement Gap.

By reforming the way we support students and teachers in the classroom—that is, by linking education spending to priority needs—district budgets will be directly accountable for closing the Achievement Gap.

LCFF will provide greater flexibility in how to best allocate our dollars, while ensuring schools receive targeted funding to meet the needs of students from low income households, foster children, and English Language learners.

Our LCAP advisory committee consists of district stakeholders including parents, teachers, administrators, and staff. The committee worked hard over many months to craft our LCAP plan, and we'd like to thank these volunteers for their service to the district.

With the transition to Common Core Standards, our classrooms may be changing, but elements of good teaching have not: understand the content, know your students, use data, and adapt. This is what we must do to prepare students to enter the global marketplace of the 21st century. We're committed to working collaboratively with our faculty and staff to meet the needs of all students.

LEUSD teachers district wide are participating in Professional Learning Communities or PLCs under Common Core. Our teachers are leading the way to Common Core through Professional Learning Communities, sharing instructional methods with each other, identifying gaps in student understanding, collaborating, and propelling all students forward.

- -Dr. Doug Kimberly, District Superintendent

Principal's Message

Wildomar Elementary School is more than 100 years old and is located in the southern portion of the Lake Elsinore Unified School District in the newly incorporated city of Wildomar. It is one of 26 schools in the District. The Wildomar staff works diligently to make learning engaging while meeting the needs of the diverse student body. The current student population is approximately 715 students enrolled in grades TK-5.

We are in an exciting and unique time in education as we transition from California State Standards Test assessment to measure our progress under the No Child Left Behind act to the Common Core State Standards (CCSS) whose implementation is in its infancy and its assessment largely undetermined. Our hope is that the CCSS will challenge us to improve our practice through the growth of new teaching practices married to best teaching practices that have existed in our staff for years.

The Wildomar staff is dedicated to providing a safe, nurturing, and challenging environment that promotes high academic achievement for our diverse student population. In the spring of 2012, Wildomar School was recognized as a California Distinguished School. In addition, Wildomar School received the Title I Academic Achievement Award.

School Mission Statement

The Wildomar Staff's mission is to foster each child's full academic potential, build each child's self-esteem and provide opportunities for each child to grow culturally with recognition of individual differences. It is our hope and expectation that every child who enters the gates will be impacted in a positive way. Wildomar Elementary staff believes in empowering each child to become a responsible, respectful, and safe on their journey to becoming contributing citizens.

School Vision Statement

The Wildomar School vision is to encourage every child to pursue academic excellence with honor and integrity. It is also to support the District's vision and strategic plan for the coming year.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (951) 253-7555.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	158
Gr. 1	102
Gr. 2	124
Gr. 3	111
Gr. 4	118
Gr. 5	115
Total	728

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.0
Asian	1.1
Filipino	0.5
Hispanic or Latino	66.8
Native Hawaiian/Pacific Islander	0.1
White	28.0
Two or More Races	1.4
Socioeconomically Disadvantaged	73.9
English Learners	31.6
Students with Disabilities	9.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Wildomar Elementary School	12-13	13-14	14-15
Fully Credentialed	31	33	32
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lake Elsinore Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Wildomar Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	98.87	1.13
High-Poverty Schools	98.74	1.26
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

**Textbooks and Instructional Materials
Year and month in which data were collected: 9/2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Reading {Ca} Medallion Edition, Houghton Mifflin, 2008 2002/2012</p> <p>Corrective Reading Comprehension & Decoding, SRA 2006</p> <p>Voyager Passport, Cambrium Learning 2006</p> <p>READ 180, Level A and B, Scholastic 2006</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>enVision Math Common Core, Scott Foresman/Addison Wesley, 2012 2013</p> <p>enVision Math California, Scott Foresman/Addison Wesley, 2006 2008</p> <p>Number Worlds, SRA/ McGraw-Hill 2008</p> <p>Scholastic MATH 180 2013</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>California Science, Houghton Mifflin, 2005 2007</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>History-Social Science for California, Scott Foresman, 2006 2006</p>
<p>Foreign Language</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Avenues, Hampton Brown 2005</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

The Lake Elsinore Unified School District (LEUSD) is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The LEUSD Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office and at the District Office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. In addition to District-level support of routine and periodic maintenance needs, LEUSD holds high standards for cleanliness, appearance, and good repair of all campuses daily and maintains them through the efforts of the students, staff, day custodian, evening custodial crew, and District Maintenance Department. Our maintenance staff ensures the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority. LEUSD regularly assesses maintenance, modernization, and new construction needs. Any pesticide use at our school sites is in compliance with the Healthy Schools Act of 2000.

Fire drill evacuations are conducted on a monthly basis at all elementary and middle schools, and twice a year at the high schools in the District. A fire safety inspection is conducted once each year by the Riverside County Fire Department, while site personnel conduct site inspections on a regular basis.

The school's Disaster Preparedness Plan is updated annually, and disaster drills are conducted four times per year at each elementary school and middle school, and once each semester at the high schools.

Currently, the District provides storage areas for emergency supplies to be kept on campus in the event of a disaster. A radio communication system allows for continuous communication with the District office in the event of a disaster.

A Crisis Intervention Team has been identified and trained to deal with stress experienced by students and staff as a result of a crisis situation. Team members are called upon to assist across the District as necessary. As part of the comprehensive School Safety Program, School Resource Officers provide prevention and intervention procedures on all LEUSD campuses at least part time.

Our school was built in the 1880, though no original structure currently exist. We currently have 28 regular classrooms, two computer labs, one iPad lab, a library, a multipurpose room, and five special education rooms. The designed capacity of the school is approximately 800 students. Athletic facilities include a blacktop and athletic field with two backstops for baseball related activities, a kindergarten playground structure, and two playground structure areas for grades 1-5.

Our staff is working on redefining our discipline policy as we are in the first year of implementing a Positive Behavior Support system that is supported by training in the principals of Boystown training.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/6/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	room 1 & 2: soap dispenser needs to be changed out in girls r/r, lamps need to be replaced in both. Work order in process room 24: several ceiling tiles need replacing
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	room 51-54: need lamps replaced in room 52 & 53
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	MPR: outside r/r stall door falling off hinges. Repair work order in-process room 1 & 2: soap dispenser needs to be changed out in girls r/r, lamps need to be replaced in both. Work order in process
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	room 6: adjust door to close room 7: adjust door to close room 8: adjust door to close
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	56	43	50	59	59	62	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	58	54	57	56	58	57	54	56	55
Math	73	68	67	51	52	51	49	50	50
HSS				38	38	39	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	7	6	6
Similar Schools	8	6	8

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.4	25.4	33.9

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	62	
All Student at the School	50	
Male	56	
Female	41	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	44	
Native Hawaiian/Pacific Islander		
White	65	
Two or More Races		
Socioeconomically Disadvantaged	42	
English Learners	7	
Students with Disabilities		
Students Receiving Migrant Education Services		

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	48	-13	4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	45	-9	4
Native Hawaiian/Pacific Islander			
White	48	-21	18
Two or More Races			
Socioeconomically Disadvantaged	28	-12	14
English Learners	58	-19	6
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Wildomar Elementary School encourages parents to be involved in their child's education. Many opportunities for parent participation are offered, including:

- Volunteering in the classroom
- Tutoring students
- Participating in School Site Council (SSC)
- Volunteering for Parent-Teacher Association (PTA) activities
- Participating in English Learner Advisory Council (ELAC)

For more information on how to become involved at the school, please contact Principal Michael Hoffman at (951) 253-7555.

State Priority: School Climate

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

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

School Safety Plan

Our School Safety Plan was reviewed by our School Site Council in October 2014, for submission and approval by our governing board in December 2014. The School Safety Plan was last reviewed and discussed with the school faculty in October 2014.

The Safe School Plan (SSP) is updated annually at each site to address components that the site will proactively seek to improve as it relates to student and staff safety. The SSP is available to the public for review upon request.

The Comprehensive Safe School Plan is fully incorporated in the Single Plan for Student Achievement, Goal Seven, and includes data regarding the California Healthy Kids Survey, crime, safe school procedures, and compliance with laws including: (1) child abuse reporting, (2) disaster response and crisis intervention, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to California Education Code Sections 35291 and 35291.5.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	1.1	0.6	0.2
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	4.5	2.9	4.4
Expulsions Rate	0.3	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		84.6

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	0
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	18.4	18	23	2	2	1	5	4	6	0		
Gr. 1	18	22	26	6	1		0	5	4	0		
Gr. 2	22.7	18	21	4	2	1	2	4	5	0		
Gr. 3	22.2	19	16	4	2	3	1	4	4	0		
Gr. 4	30.7	22	24	0	2	1	3	3	4	0		
Gr. 5	27.4	20	23	1	2	2	4	3	1	0		2
Other	0			1			0			0		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,173	\$41,761
Mid-Range Teacher Salary	\$68,201	\$66,895
Highest Teacher Salary	\$89,763	\$86,565
Average Principal Salary (ES)	\$113,893	\$108,011
Average Principal Salary (MS)	\$120,040	\$113,058
Average Principal Salary (HS)	\$122,199	\$123,217
Superintendent Salary	\$205,000	\$227,183
Percent of District Budget		
Teacher Salaries	42	38
Administrative Salaries	4	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,474	\$1,081	\$5,393	\$101,411
District	♦	♦	\$4,747	\$72,819
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			13.6	39.3
Percent Difference: School Site/ State			15.0	43.4

Types of Services Funded at Wildomar Elementary School

- Title I Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.
- LCFF Replaces the previous K–12 finance system with a new Local Control Funding Formula (LCFF). For school districts and charter schools, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams, including revenue limits and most state categorical programs.

Professional Development provided for Teachers at Wildomar Elementary School

Each year, LEUSD strongly supports and encourages teachers, administrators, and support staff to participate in professional development on a regular basis throughout the school year. Professional development is available in a variety of ways, including:

- Summer Staff Development days- The LEUSD provided two days of staff development prior to the beginning of the 2013-2014 school year to focus on technology and implementation and training in Mathematical practices as they relate to the new Common Core State Standards.
- AVID Summer Institute- 4 teachers and one administrator attended the AVID Summer Institute prior to the start of the 2013-2014 school year. This is the 3rd year Wildomar Elementary has sent teachers to be trained in a continuing commitment to prepare students for success in school, college and career.
- School Visits- WES sent 5 teachers to Sundance Elementary in Beaumont for the purpose of support our school wide PBS system. This is the third group that has been sent as we continue to look for exemplary teaching practices.
- Curricular Program Pilots- Several teachers, on a voluntary basis has received professional development in teaching Math modules and in piloting Go Math as we look for the best programs, materials and practices for use at our site.
- Site Professional Development- Teachers receive professional development on a regular basis as a result of our collective bargaining agreement. Monthly staff development meeting are calendared to provide support with best teaching practices, communication with student and parent, school wide programs, curriculum development, leveraging technology for student engagement and achievement, etc.
- Professional Learning Communities- Teachers meeting regularly to discuss the four questions that define the PLC process, increasing each teachers professional capacity, which by definition is professional development.