

# W.R. Nelson 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
School Name	W.R. Nelson Elementary School
Street	14392 Browning Ave.
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 730-7536
Principal	Shannon James
Email Address	<a href="mailto:sjamesolsen@tustin.k12.ca.us">sjamesolsen@tustin.k12.ca.us</a>
Website	<a href="https://www.tustin.k12.ca.us/nelson">https://www.tustin.k12.ca.us/nelson</a>
County-District-School (CDS) Code	30-73643-6030704

Entity	Contact Information
<b>District Name</b>	Tustin Unified School District
<b>Phone Number</b>	(714) 730-7301
<b>Superintendent</b>	Gregory A. Franklin, Ed.D.
<b>Email Address</b>	gfranklin@tustin.k12.ca.us
<b>Website</b>	<a href="https://www.tustin.k12.ca.us">https://www.tustin.k12.ca.us</a>

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

Nelson Elementary is a PBIS, public school located in Tustin that provides rigorous and engaging learning experiences for our 530, TK through fifth grade, 21st century learners. We are a school-wide Title I school committed to implementing best teaching practices to meet the needs of our diverse students. The Nelson student subgroups include 70.1% socioeconomically disadvantaged, 28.6% English Learners, 11.8% Students with Disabilities, 80.6% Hispanic, 6.9% Asian, and 6.3% White students. Our dedicated teaching staff and parents work in relentless pursuit of our mission: We at W.R. Nelson will not rest until all our students' needs are met through high expectations, communication, and collaboration.

Nelson's most significant need for improvement is to support English Learners and Students with Disabilities. These subgroups under-perform in meeting and exceeding standards on local and state assessments. Our focus is providing the best tier I instruction by dedicating our resources to improve the effectiveness of integrated and designated ELD instruction, differentiated instruction, and increase student engagement. Nelson will incorporate math interventions in our MTSS model, provide weekly PLC time to analyze data to inform instruction and provide 30 minutes of intervention to at-risk students in reading and/or math. Nelson will continue to focus on Writer's Workshop training this year and all teachers will receive at least three coaching opportunities provided by Momentum in Teaching. Professional development will be differentiated to meet the needs of each teacher and team. The site will fund three grade-level collaboration days to enable each grade level team opportunities to observe, plan, and study data to maximize instruction in response to student needs. Additionally, we will focus on developing mathematical practices.

During the 2019-20 school year, Nelson is committed to the following improvement goals: Ensure that all students are academically proficient by providing 21st Century learning environments and a rigorous curriculum that allows students to have multiple experiences and opportunities and to cultivate a safe and secure, positive school culture that supports all students' personal and academic growth. To communicate effectively with all stakeholders and continue to build relationships to increase parent involvement. Ensure that Students with Disabilities have access to grade-level core content in a safe and positive environment by providing research-based interventions, positive behavioral interventions and supports (PBIS) and engaging classroom environments that allow students to have multiple experiences and opportunities.

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

Grade Level	Number of Students
<b>Kindergarten</b>	105
<b>Grade 1</b>	59
<b>Grade 2</b>	71
<b>Grade 3</b>	77
<b>Grade 4</b>	78
<b>Grade 5</b>	85
<b>Total Enrollment</b>	475

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

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.2
Asian	6.9
Filipino	2.5
Hispanic or Latino	80.6
White	6.3
Two or More Races	1.7
Socioeconomically Disadvantaged	70.1
English Learners	28.6
Students with Disabilities	11.8
Foster Youth	0.6
Homeless	1.7

## 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
With Full Credential	20	21	22	913
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	48

### Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

On September 9, 2019, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>State-Adopted Textbooks</p> <p>Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned with state standards. The Units of Study for Teaching Reading and the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins as well as K-2 Phonics Lessons by Irene Fountas and Gay Su Pinnell are the state adopted textbooks for the District. The Tustin Unified School District Board of Education approved these textbooks for adoption on December 12, 2016.</p> <p>Supplemental Textbooks and Materials</p> <p>Students have access to classroom libraries containing both literature and non-fiction text; Lexia and Big Universe software</p>	Yes	0%
<b>Mathematics</b>	<p>State-Adopted Textbooks</p> <p>Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton Mifflin Harcourt California Math Expressions Common Core (2015) is the state adopted core curriculum for the District. The Tustin Unified Board of Education approved this textbook for adoption on June 9, 2014.</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p> <p>Supplemental Textbooks and Materials This curriculum is aligned to the Next Generation Science Standards and incorporates the three-dimensional learning model including cross-cutting concepts, science and engineering practices and disciplinary core ideas. Digital interactive curriculum is used in grades TK-5 and is supported with inquiry-based, hands-on exploration activities.</p>	Yes	0%
<b>History-Social Science</b>	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Harcourt Reflections (K-5), 2007 is the state adopted core curriculum for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 26, 2007.</p> <p>Supplemental Textbooks and Materials: Data-Based Questions online access (Mini-Qs in California for 4th and Mini-Qs in American History for 5th grades)</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in elementary school. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.	Yes	0%

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

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The District maintenance staff ensures that 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.

Nelson School was built in 1965 with additional improvements made in subsequent years. District maintenance and grounds personnel provide for the repair of the facilities and care of the school grounds. Recent projects include office bathroom remodel and addition of 14 dry-erase boards in our STEAM lab. The school has a state-approved asbestos abatement plan available for review in the school office. Nelson students, staff and parents are proud of their school and campus beautification efforts. A new rock and succulent garden is currently underway.

### 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:** 09/10/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	42	41	63	62	50	50
<b>Mathematics (grades 3-8 and 11)</b>	33	29	53	53	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	238	236	99.16	0.84	40.68
Male	122	121	99.18	0.82	37.19
Female	116	115	99.14	0.86	44.35
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	17	17	100.00	0.00	47.06
Filipino	--	--	--	--	--
Hispanic or Latino	191	190	99.48	0.52	37.37
Native Hawaiian or Pacific Islander					
White	16	15	93.75	6.25	60.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	182	181	99.45	0.55	34.25
English Learners	114	114	100.00	0.00	35.96
Students with Disabilities	32	31	96.88	3.12	9.68
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	238	235	98.74	1.26	28.51
Male	122	120	98.36	1.64	27.50
Female	116	115	99.14	0.86	29.57



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	17	17	100.00	0.00	64.71
Filipino	--	--	--	--	--
Hispanic or Latino	191	189	98.95	1.05	22.22
Native Hawaiian or Pacific Islander					
White	16	15	93.75	6.25	53.33
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	182	180	98.90	1.10	21.11
English Learners	114	114	100.00	0.00	21.05
Students with Disabilities	32	30	93.75	6.25	13.33
Students Receiving Migrant Education Services					
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	18.5	23.5	35.8

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)

There are many opportunities in the district for parental involvement through participation in parent surveys, support organizations, booster clubs, school site councils, DELAC and district-level advisory committees with the superintendent.

Parents at the school participate in activities such as in the School Site Council, the English Learner Advisory Committee, monthly Coffee with the Principal, and the Parent-Teacher Organization (PTO). Parent can volunteer their time and talents in the classrooms as tutors and assist teachers and office staff with a myriad of responsibilities. Parents are encouraged to attend our family events, such as Literacy Night and Math Night. Nelson also offers parenting classes in both English and Spanish and opportunities to volunteer through the Padres en Accion. Padres en Accion is a program that engages parents as active volunteers and advocates in their children's lives.

For more information on how to become involved at the school, please contact Shannon James at 714-730-7536. For more information on how to get involved with our PTO, please contact the PTO President, Billy Leshner, at wrnelsonpto@gmail.com. For more information on getting involved in Padres en Accion, please contact our parent representative, Diana Salinas, at 714-904-8224.

### 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
Suspensions	0.4	0.8	0.8	2.8	2.7	2.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

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

Date Last Reviewed by School Site Council (SSC): 10/1/2019

Date Updated and Approved by SSC: 10/1/2019

Date Discussed by Staff: 8/9/19

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, routine and emergency (SEMS); suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; discrimination/harassment policy; provisions of any school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; hate crime reporting; school safety goals and objectives. We run monthly drills and work closely with our Student Services department to ensure that we have updated procedures and practices in place to ensure school-wide safety.

## 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 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	2	3		21	2	2		16	6	1	
1	24		3		24		3		25		2	
2	23		3		23		3		26		2	
3	28		3		31		2		29		3	
4	31		3		31		3		33		1	1
5	28	1		3	26	1	3		21	2	1	2
Other**												

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

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

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

Title	Ratio
Academic Counselors*	2375.0

\*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)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	1.0

\*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.

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

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$11,051	\$3,050	\$8,001	\$88,203
<b>District</b>	N/A	N/A	\$7,934	\$86,495.00
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.8	5.8
<b>State</b>	N/A	N/A	\$7,506.64	\$82,403.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-4.9	11.9

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

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

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

Nelson Elementary School receives funding for categorical programs focused on ELL and At-risk students that are available at our school site in addition to base funding to support all students. These program funds include LCFF-EL and Schoolwide Title I Program funds. The Tustin Public Schools Foundation and site PTO/PTA also supports the school with donations and financial support throughout the year to support school-wide programs and events for students. The school's School Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these categorical funds will support student learning and achievement through a Multi-Tiered System of Supports. The categorical funds are used to provide tiered and targeted supports or interventions for at-risk students in the areas of academics, behavior and social-emotional learning, and absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources.

Direct school site expenditures covered basic expenditures for teachers, instructional supplies, textbooks, school site administrators, and clerical staff. School expenditures were augmented by various categorical funding sources. This amount covered supplemental reading, math, science and social studies materials, manipulatives, computers, software, and staff development. Expenditures in categorical funds include:

- Title I - Supplemental personnel to provide small group instruction to at-risk students. Supplemental instructional materials including technology for at-risk students. Professional Development, staff book study and substitute days foster improved first instruction practices.
- LCFF-ELL - Supplemental materials, including technology, and staff to address the needs of at-risk students, socioeconomically-disadvantaged students, and English learners.
- Lottery - These funds are used to purchase instructional materials for the classroom.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,636	\$48,612
Mid-Range Teacher Salary	\$83,297	\$74,676
Highest Teacher Salary	\$110,872	\$99,791
Average Principal Salary (Elementary)	\$139,850	\$125,830
Average Principal Salary (Middle)	\$158,854	\$131,167
Average Principal Salary (High)	\$162,561	\$144,822
Superintendent Salary	\$329,796	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	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	11	11	11

Tustin Unified School District provides dedicated time for professional development for all staff. Schools often provide additional professional development time based on specific school-site scheduling and budgetary decisions. The District provides intensive workshops in August during the week before school starts to provide teachers with new knowledge and enhanced skills for the upcoming year. Staff development opportunities are also offered after school and by release time throughout the school year. Additionally, professional development is provided one non-student day in the fall and one afternoon per month after school. New teachers are provided an extensive new teacher training program throughout the year to support their implementation of effective instruction.

The SBAC targets for reading, writing, and math and current Running Record and ELPAC data are used to guide ongoing teachers professional development for Balanced Literacy to provide Common Core Standards implementation with technology. Both primary and upper-grade teachers receive 1:1 coaching led by master teachers from Momentum in Teaching. Lab Days are provided three times during the school year. Nelson is a banking minutes school, so most professional development occurs on early release Wednesdays. Our MTSS teacher and paraprofessionals attend professional development led by a District TOSA which includes training in administering reading records and the implementation of Leveled Literacy Intervention kits. We have two new teachers receiving support through a District induction process that includes guidance from a grade-level colleague. The school leadership team meets monthly to discuss school-wide timelines, data, and systems to support student learning. Teachers are supported during the implementation of instructional technology and Common Core Standards with ongoing collaboration, administrative guidance and resources. The primary focus areas include Mathematical Practices, Analyzing Data, Reading and Writing Workshop and Designated ELD as determined by ELPAC data, running records and SBAC performance indicators.