



Wildomar Elementary School

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

Michael Hoffman, Principal
michael.hoffman@leusd.k12.ca.us
<http://wes.leusd.k12.ca.us>

2017-18 School Accountability Report Card Published During the 2018-19 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

Stan Crippen, Trustee Area 1
Susan E. Scott, Trustee Area 2
Heidi Matthies Dodd, Trustee Area 3
Juan I. Saucedo, Trustee Area 4
Christopher J. McDonald, Trustee Area 5

District Administration

Dr. Doug Kimberly
Superintendent
Dr. Gregory J. Bowers
Assistant Superintendent
Dr. Alain Guevara
Assistant Superintendent
Dr. Kip Meyer
Assistant Superintendent
Arleen Sanchez
Chief Business Officer
Tracy Sepulveda
Assistant Superintendent
Sam Wensel
Executive Director

School Description

Superintendent's message

LEUSD is well positioned for the 2018 school year! The collaboration between voters, parents, teachers and staff has resulted in student achievement growth, improved facilities and playing fields under Measure V, and new instructional technology for classrooms.

Under our state accountability system, the Fall 2017 update to the California School Dashboard was recently released. The Dashboard provides teachers and principals with valuable performance data that is examined weekly during their PLC collaboration time, and used to guide instruction. The current Dashboard shows LEUSD schools are making progress.

LEUSD improved in several areas, though English Language Arts and Math growth indicators are little changed from a year ago, a trend statewide. The Dashboard is powered by six state indicators and four local indicators, along with a variety of custom reports by which to compare schools, districts, and student subgroups. Dashboard color codes reflect status and change to depict achievement growth ranging from Red (lowest) to Blue (highest).

LEUSD performance highlights:

SUSPENSION RATES—by lowering suspensions, results for the 'Suspension' indicator have IMPROVED from orange to yellow, changing from a high suspension rating to a medium suspension rating.

'EL' PROGRESS—English Learners IMPROVED from yellow to green, changing from 'Medium' to 'High' as a result of an additional 3.1% students making progress towards English proficiency.

GRADUATION RATE—this indicator has IMPROVED from green to blue. The District continues to have a 'High' rating due to an increase in graduating students of 1.5%.

COLLEGE/CAREER PREPAREDNESS—growing College & Career Preparedness is an area for increased attention. The CA School Dashboard shows 35.2% of LEUSD graduates as being 'Prepared.' The State will not have a color indicator for College & Career Preparedness until 2018, but notably, LEUSD 11th grade students' ELA and Mathematics scaled scores increased in both areas respectively by 0.3 points and 4.2 points, a positive college readiness indicator.

CHRONIC ABSENTEEISM—for the first time, the CA Schools Dashboard includes District and school Chronic Absenteeism rates, though a Chronic Absenteeism color indicator does not appear on the Fall 2017 report. District wide, LEUSD's Chronically Absent statistic is 12.8%.

LEUSD met all local indicators for implementing state standards, providing safe school facilities, adequate books and instructional materials, as well as meeting indicators for school climate, and student and parent engagement. View how LEUSD is performing at www.caschooldashboard.org. These are positive indicators, so let's be mindful of the many positive accomplishments of 2017 to help set the bar high for 2018.

Sincerely,
Dr. Doug Kimberly,
Superintendent

Principal's Message

Wildomar Elementary School was originally constructed in 1886 and is located in the southern portion of the Lake Elsinore Unified School District in the incorporated city of Wildomar. It is one of 24 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 680 students enrolled in grades TK-5.

For the 2018-2019 school year, we continue to progress in Integrating new teaching practices into successful, foundational practices that a part of the culture of our school. We have 4 main focuses that drive our development as a staff: 1) Maintaining and building upon a school-wide social skills program to ensure that all students grow to be motivated to succeed while fostering empathy and empowerment, 2) Developing sound educational practices in conjunction with a Multi-Tiered Student Support structure that will meet the diverse academic and emotional needs of our students, 3) Continuing to grow our collective capacity as educators through book studies, professional development and collaboration in our established professional learning communities, and 4) Leveraging our resources and relationships to increase our partnership with the surrounding community.

The Wildomar staff is dedicated to providing a safe, nurturing, and challenging environment that promotes high academic achievement for our diverse student population. Wildomar Elementary has been recognized as a Distinguished School.

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 responsible, respectful, and safe on their journey to becoming contributing citizens. This is consistent with our school theme for the 2018-2019 school year, 'Be the HERO of your own story.'

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

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	113
Grade 1	101
Grade 2	124
Grade 3	98
Grade 4	122
Grade 5	108
Total Enrollment	666

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	0.3
Asian	0.6
Filipino	0.5
Hispanic or Latino	73.1
Native Hawaiian or Pacific Islander	0.0
White	19.4
Socioeconomically Disadvantaged	80.3
English Learners	27.6
Students with Disabilities	10.1
Foster Youth	0.8

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			
Wildomar Elementary School	16-17	17-18	18-19
With Full Credential	32	31	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Lake Elsinore Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Wildomar Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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 2018-19)

Lake Elsinore Unified School District chooses instructional materials which are aligned to State content standards, present a broad spectrum of knowledge and viewpoints, reflect society’s diversity, and enhance the use of multiple teaching strategies and technologies. Materials for grades K-8 are chosen from the State-adopted list. Materials for grades 9-12 are evaluated and recommended by subject area teachers. Curriculum and textbook subcommittees are comprised of teachers (subject or grade level) and administrators. The subcommittee recommends instructional materials to the Curriculum Advisory Committee (CAC), which has representatives from every school. The CAC evaluates and recommends materials to the school board, which makes the final approval of all adopted instructional materials. Parents and community members may review adopted materials at the District office.

Lake Elsinore Unified School District held a hearing for the sufficiency of textbooks September 14, 2017

Textbooks and Instructional Materials	
Year and month in which data were collected: September 14, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	National Geographic Reach for Reading {Ca} (K-5) 2018 READ 180, Level A and B Adopted 2010 System 44 Scholastic 2012 TK, Scholastic Big Day for Pre-K Center Based Curriculum Adopted 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	GoMath, California Edition, (K-5) Adopted 2016 OR Engage New York, (K-5) Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science, Houghton Mifflin, 2005: Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History-Social Science for California, Scott Foresman 2006: Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

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: 7/5/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	OFFICE: paint peeling RM 26: TORN TACKABLE WALL SURFACE
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	LUNCH AREA: REPLACE WOOD ROTTED AND LIGHTS
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	RM 10: remount fire extinguisher RM 12: remount fire extinguisher RM 13: remount fire extinguisher RM NOT IN USE
Structural: Structural Damage, Roofs	Good	LUNCH AREA: REPLACE WOOD ROTTED AND LIGHTS
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	40.0	35.0	40.0	40.0	48.0	50.0
Math	36.0	32.0	28.0	28.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.8	18.9	9.0

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	329	327	99.39	34.86
Male	158	157	99.37	26.11
Female	171	170	99.42	42.94
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	248	246	99.19	34.15
White	58	58	100.00	43.10
Two or More Races	13	13	100.00	38.46
Socioeconomically Disadvantaged	279	277	99.28	31.77
English Learners	129	129	100.00	27.91
Students with Disabilities	43	42	97.67	16.67
Foster Youth	--	--	--	--

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

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	329	327	99.39	31.5
Male	158	157	99.37	31.21
Female	171	170	99.42	31.76
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	248	246	99.19	31.3
White	58	58	100	36.21
Two or More Races	13	13	100	38.46
Socioeconomically Disadvantaged	279	277	99.28	28.16
English Learners	129	129	100	24.03
Students with Disabilities	43	42	97.67	14.29
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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
- Assisting in the Parent Volunteer Center located on Campus
- Tutoring students
- Participating in School Site Council (SSC)
- Volunteering for Parent-Teacher Association (PTA) activities
- Participating in English learner Advisory Council (ELAC)
- Parent Institute offerings
- English classes for adults
- Several student-parent activity nights
- Teacher-parent conferences
- Back to School Night and Open House
- As well as communications via School Messenger, Class Dojo, SeeSaw, Remind, and through email.

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 State priority: School Climate (Priority 6):

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

School Safety Plan

The 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. This year, the plan was developed with the assistance and support of a variety of stakeholders. The plan for the 2018-2019 school year was reviewed and approved by our School Site Council on October 16th, 2018.

Component #1 of the plan is to adopt the theme for the current school year, "Be the Hero of your story." The aim is to motivate students to view themselves as heroes, as opposed to victims and to couple this motivation with strategies to help empower them to behave as a 'hero' would in the face of challenges that are a natural part of school and community. Component #2 of the plan is to add to the physical landscape of the school site with messages that promote both the theme of the school and related messages that promote responsibility, respect and caring. Both goals are in conjunction with SB187 and education code section 35294.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.9	0.6
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	4.0	4.0	3.5
Expulsions Rate	0.2	0.2	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1
Other	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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	24	21	19		2	5	6	4	1			
1	23	24	25				4	5	4			
2	24	23	23				5	4	5			
3	24	25	25				4	4	3			
4	31	33	30				4	1	4		2	
5	23	27	34	2	1		4	2			2	3
Other	11	8	11	1	1	2						

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

Professional Development provided for Teachers

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. LEUSD first priority is to provide assistance for teachers and classroom Para-Educators. Workshops and trainings scheduled throughout the year are based on the academic needs of students. Offerings include data analysis, curriculum and content knowledge, Standards-based instruction, instructional strategies, and leadership skills. Subsequent to initial training, follow up and coaching take place districtwide. The District's goal is to provide opportunities for teachers, administrators, and staff in order to meet the learning needs of all students. An in-house professional growth program is provided for all staff.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,685	\$47,903
Mid-Range Teacher Salary	\$78,313	\$74,481
Highest Teacher Salary	\$103,072	\$98,269
Average Principal Salary (ES)	\$126,770	\$123,495
Average Principal Salary (MS)	\$134,922	\$129,482
Average Principal Salary (HS)	\$143,486	\$142,414
Superintendent Salary	\$247,257	\$271,429
Percent of District Budget		
Teacher Salaries	40.0	35.0
Administrative Salaries	4.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,251	\$1,312	\$6,939	\$119,148
District	◆	◆	\$6,622	\$102,012
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			4.7	15.5
Percent Difference: School Site/ State			-2.6	38.4

* Cells with ◆ 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

- 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.

At Wildomar Elementary, we currently employ 1-six hour bilingual para educator, 5-three hour bilingual para educators, and 4-3 hour title I aides to support classroom teachers in providing ELD support, center rotations, small student to teacher groupings, small group strategic intervention and support to intensive interventions facilitated by a certificated title I teacher.

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.