

W.R. Nelson Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School 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-Olsen
Email Address	sjamesolsen@tustin.k12.ca.us
School Website	https://www.tustin.k12.ca.us/nelson
Grade Span	P-5
County-District-School (CDS) Code	30-73643-6030704

2025-26 District Contact Information

District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Mark Johnson, Ed.D.
Email Address	mjohnson@tustin.k12.ca.us
District Website	https://www.tustin.k12.ca.us/

2025-26 School Description and Mission Statement

Nelson Elementary is a PBIS, public school located in Tustin that provides rigorous and engaging learning experiences for our 460, 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. Nelson's student groups include: 87.4% socioeconomically disadvantaged, 24.8% English Learners, 21.3% Students with Disabilities, 78.9% Hispanic, 6.3% Asian, and 6.7% White. Our dedicated teaching staff and parents relentlessly pursue 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 student

2025-26 School Description and Mission Statement

groups underperform 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 at least 30 minutes of intervention to at-risk students in reading and/or math. Nelson provides systematic, explicit phonics instruction through the implementation of the Benchmark Advance English Language Arts program. 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.

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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	111
Grade 1	66
Grade 2	66
Grade 3	70
Grade 4	66
Grade 5	81
Total Enrollment	460

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	0.2
Asian	6.3
Black or African American	0.4
Filipino	1.7
Hispanic or Latino	78.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.9
White	6.7
English Learners	24.8
Foster Youth	0.7
Homeless	3.7
Socioeconomically Disadvantaged	87.4
Students with Disabilities	21.3

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17	89.47	705.9	84.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	12.7	1.51	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.7	1.75	11953.1	4.28
Unknown/Incomplete/NA	2	10.53	106.8	12.72	15831.9	5.67
Total Teaching Positions	19	100	840.2	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17	89.47	735.3	87.93	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.7	0.21	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.6	0.32	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	19.9	2.39	11746.9	4.23
Unknown/Incomplete/NA	2	10.53	76.4	9.15	14303.8	5.15
Total Teaching Positions	19	100	836.3	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16	88.89	706.2	85.24	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2.1	0.26	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	13.6	1.65	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	15.9	1.92	12112.8	4.34
Unknown/Incomplete/NA	2	11.11	90.4	10.92	13705.8	4.91
Total Teaching Positions	18	100	828.5	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Tustin Unified School District sets a high priority on ensuring that high-quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools. Prior to adoption, the Tustin Unified School District conducts a thorough review of its curriculum to ensure that it is aligned with the California Standards for the Common Core.

District K-8 textbooks in the subjects of English language arts, mathematics, history/social science, health, foreign language, visual and performing arts, and science have been adopted from those approved by the State Board of Education. The Tustin Unified School District Board of Education has adopted district textbooks in the subjects listed below. K-12 textbooks for mathematics, history/social science, science, English language arts (including reading), and foreign language are aligned with state-adopted content standards and state or national frameworks. All TUSD students, including all English learners, have textbooks* and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks* and instructional materials are provided in sufficient quantities for each student for use in class and to access from home.

On September 29, 2025, 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.

*textbooks may be digital or hard copy depending on the textbook and adoption cycle

Year and month in which the data were collected

September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark: Ready to Advance (2022) Benchmark: Listos y Adelante (2022) Benchmark: Advance - My Reading and Writing -10 units (2022) Benchmark: Express ELD - My Language Buddy -2 volumes (2022) Benchmark: Adelante - Mi Lectura y Escritura - 10 units (2022) Benchmark: Advance - Texts for Close Reading -10 units (2022) Benchmark: Express - My Language Companion - 2 volume (2022) Benchmark: Adelante - Textos Para la Lectura Atenta (2022) Students have access to classroom libraries containing both literature and non-fiction text.	0%
Mathematics	Tara West: PreK Math Curriculum Units (2022)	0%

	Houghton Mifflin Harcourt: Math Expressions Common Core K-5 (2015) Houghton Mifflin Harcourt: Math Expressions Common Core K-5, Spanish Edition (2015)	
Science	Twig Education Inc: Twig Science, K-5 (2020) 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. District created Materials: Guided Language Acquisition Design (GLAD) (TK) (2022)	0%
History-Social Science	Committee for Children: Second Step Social Emotional Curriculum (TK) (2016) Savvas: myWorld Interactive, K-5 (2019) Savvas: myWorld Interactive, K-5, Spanish Edition (2019)	0%
Foreign Language	Not applicable	N/A
Health	Health curriculum was developed by Tustin Unified School District based on the Positive Prevention Plus curriculum which is recommended by the State Board of Education (2017)	0%
Visual and Performing Arts	Not applicable	N/A
Science Laboratory Equipment (grades 9-12)	Not applicable	N/A

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

School Facility Conditions and Planned Improvements

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. Recent updates include the installation of a new playground for preschool, transitional kindergarten, and kindergarten students, as well as the relocation of the former play structure to the upper grade playground. District maintenance and grounds personnel provide ongoing facility repairs and maintain the school grounds. Nelson students, staff, and parents take pride in their school and campus beautification efforts.

Year and month of the most recent FIT report

July 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	27	30	61	62	47	48
Mathematics (grades 3-8 and 11)	23	27	52	53	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	222	215	96.85	3.15	29.77
Female	117	112	95.73	4.27	34.82
Male	105	103	98.10	1.90	24.27
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	53.85
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	179	172	96.09	3.91	26.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	15	15	100.00	0.00	26.67
English Learners	65	58	89.23	10.77	8.62
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	123	120	97.56	2.44	24.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	61	98.39	1.61	8.20

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	222	221	99.55	0.45	27.15
Female	117	117	100.00	0.00	24.79
Male	105	104	99.05	0.95	29.81
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	38.46
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	179	178	99.44	0.56	24.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	46.67
English Learners	65	64	98.46	1.54	7.81
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--

Socioeconomically Disadvantaged	123	122	99.19	0.81	26.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	61	98.39	1.61	14.75

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	18.82	18.52	47.17	47.64	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	83	82	98.80	1.20	18.52
Female	42	42	100.00	0.00	14.29
Male	41	40	97.56	2.44	23.08
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	67	98.53	1.47	15.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	25	96.15	3.85	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	45	44	97.78	2.22	15.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	21	95.45	4.55	0.00

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	89.2%	89.2%	89.2%	89.2%	89.2%

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Tustin Unified School District values our parents and community. We believe that parental engagement is integral to student success and one of our goals is to continuously increase parental involvement in our schools. In TUSD, parents receive regular emails from a Parent Square listserv that provides information on district and school-wide updates and events, available resources, training, opportunities, etc.

In addition to district-wide efforts, our school believes that parent involvement drives the daily learning for all students. Parents and credentialed teachers work together to review the core program, academic support, and supplemental learning opportunities available to students. Annually, parents have the opportunity to meet with their child's teacher or counselor and work together in the development of the student's educational plan and goal setting at the beginning of each school year. Additionally, parents always have the opportunity to communicate with the administrative team, teachers, counselors, and other school support staff when the need arises.

All parents have the opportunity to be on our School Site Council or to attend the meetings. School Site Council members are elected for a two-year term and meet a minimum of four times per year. The function of the School Site Council is two-fold: to provide feedback and advice to the School Plan for Student Achievement, as well as suggestions and ideas for improving the school's educational programs; and to uphold the mission of the school and contribute to the success of the school. Parents of EL students have access to our TUSD Office of Language Acquisition, site-based ELAC, and district DELAC committees to learn about the EL Program and the comprehensive support available to EL families. Parents of ELs are able to provide input into decisions related to English language acquisition at the ELAC and DELAC meetings.

For Special Education students, there is ongoing parental collaboration and support provided to the parent to ensure that their student's needs are met as part of the Individualized Education Program. Parents have access to special education support providers as well as special education department administration.

Nelson Elementary offers a variety of programs and educational workshops for parents and families. During the 2025-2026 school year, all parents and caregivers are invited to participate in weekly workshops on a variety of topics including behavioral and mental health, academic achievement, and family health and wellbeing. In August 2025, Nelson partnered with Santa Ana College to offer families a 12-week Digital Literacy Class to teach families basic computer and keyboarding skills. Nelson will be partnering with a community organization, Olive Crest, to provide families with a six-week parenting class series starting in January 2026. In addition, Nelson will offer a multi-level ESL class to parents and family members from January 2026-May 2026. In spring 2026, Nelson will host a parent career development bootcamp with a college and career counselor from Irvine Valley College. Over the course of 6 weeks, parents will have the opportunity to build their skills in resume writing, interviewing techniques, and career exploration. Throughout the year, Nelson hosts several family nights to engage all family members in topics that will promote and celebrate learning. Some of these family nights include a Family Literacy Night, Math Night, and Science Night.

Our Title 1 Community School Specialist is working to increase support focused on serving our most vulnerable student population. Our specialist is supporting our school with the four community school pillars including: integrated student supports, expanded learning time and opportunities, active family and community engagement, and collaborative leadership and practices. The Community School Specialist and Community Liaison are working together to support parent and community engagement. All parents at Nelson also have the opportunity to be on our Community School Advisory Committee or to attend the meetings. The function of the Community School Advisory Committee is to provide feedback and suggestions for improving the school's community engagement programs and services.

At the beginning of the school year, we created and shared a needs-based assessment for our parents and families. This assessment aimed to identify the needs of the school community and help identify gaps in services. The assessment surveyed parents on programs and services that were of interest to their family. It also included questions that asked parents and families their preferences on how they prefer to receive information from the school, what times work best for them to attend school events and workshops, and types of volunteer opportunities they would be interested in engaging in at the school. Based on the results of our survey, we are facilitating weekly parent workshops where parents and families are encouraged to learn skills

2025-26 Opportunities for Parental Involvement

that support their child's and family's well-being as well as academic, social-emotional and behavioral skills.

For more information on how to become involved at the school, please contact Megan Venezia at 714-730-7536. For more information on how to get involved with our PTA, please contact the PTA President, Linda Cruz, at wrnelsonpta@gmail.com.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	508	493	67	13.6
Female	245	241	40	16.6
Male	263	252	27	10.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	31	31	1	3.2
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	407	392	59	15.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	18	18	2	11.1
White	31	31	2	6.5
English Learners	145	139	20	14.4
Foster Youth	--	--	--	--
Homeless	22	22	4	18.2
Socioeconomically Disadvantaged	446	436	62	14.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	123	120	25	20.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.41	0.79	2.33	1.74	1.67	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0.02	0.04	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.79	0.00
Female	0.41	0.00
Male	1.14	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.49	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.23	0.00
English Learners	0.69	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Date Last Reviewed by School Site Council (SSC): 11/13/2025
 Date Updated and Approved by SSC: 11/13/2025
 Date Discussed by Staff: 8/8/2025 and 12/3/2025

Our School Safety Plan includes comprehensive measures designed to promote a secure and orderly learning environment. Key components of the plan include child abuse reporting procedures; routine and emergency disaster procedures; suspension, expulsion, and mandatory expulsion recommendations; procedures for notifying teachers of dangerous pupils; discrimination and harassment policies; provisions for any school-wide dress code; procedures for safe ingress and egress; standards for maintaining a safe and orderly environment; school discipline rules and dress code expectations; hate crime reporting protocols; and clearly defined school safety goals and objectives, which include an Instructional Continuity Plan.

At W.R. Nelson Elementary School, we also maintain a School Safety Committee that annually reviews and updates the School Safety Plan and coordinates annual safety drills for all students and staff. The committee includes administrators, certificated and classified staff, and may also include parent or student representatives. During the 2023–24 school year, all TUSD schools participated in Stop the Bleed training, which prepares school sites to respond to a bleeding emergency before professional help arrives. In the 2025-26 school year, we conducted a review of Stop the Bleed procedures and completed annual health and safety trainings. Staff also received Narcan training, which teaches participants to recognize the signs of an opioid overdose and administer the reversal medication Narcan and training presented by nursing staff on the use of an EpiPen.

Additionally, in collaboration with our Student Services Department, we continuously practice emergency response procedures for fire, earthquake, lockdown, and shelter-in-place scenarios. These drills ensure that district-wide expectations for school safety are being met and safety teams are familiar with their roles and responsibilities and with the location and use of emergency supplies and equipment.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	0	3	0
1	20	1	1	0
2	23	0	2	0
3	32	0	2	0
4	35	0	0	2
5	30	0	2	0
6	0	0	0	0
Other	20	4	2	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27	0	2	0
1	22	0	2	0
2	25	0	2	0
3	32	0	2	0
4	30	0	2	0
5	33	0	1	1
6	0	0	0	0
Other	20	3	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29		2	
1	26		2	
2	23		2	
3	31		2	
4	35			1
5	34		1	1
Other	19	3	1	1

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	463

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	5.1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,894	\$6,408	\$10,486	\$111,918
District	N/A	N/A	\$10,691	\$111,861
Percent Difference - School Site and District	N/A	N/A	-1.9	0.1
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-6.1	10.9

Fiscal Year 2024-25 Types of Services Funded

In addition to the base per-pupil funding, W.R. Nelson Elementary School receives both one-time and ongoing supplemental funds aimed at enhancing academic achievement for all students and specific student groups. The school also benefits from Title I categorical funding, allocated based on unduplicated student counts. These funds are in addition to our base funding and help support the diverse needs of all students. Community Schools grant funding further enhances these efforts by providing additional professional development opportunities for teachers and staff, weekly workshops for parents and families, support for enrichment programs such as Disney Musicals in Schools and Sports Haven during lunch, and family field trips designed to strengthen school-home connections. English Learner supplemental funds support the allocation of an English Learner paraprofessional who provides targeted assistance to newcomer students to support language development and access to core instruction. Furthermore, we are extremely grateful for the generous donations provided by the Tustin Public Schools Foundation and our site's PTA. These contributions provide valuable support throughout the year, enabling us to offer a wide range of school-wide programs and events for our students.

The 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 Support. The allocated funds are used to

Fiscal Year 2024-25 Types of Services Funded

provide tiered and targeted supports or interventions for unduplicated students in the areas of academics, behavior and social-emotional learning, absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources.

Students are assessed with local assessments three times per year, and more often if at-risk and being monitored for progress. Within the MTSS model, students scoring two or more grade levels below their current grade level on any standard were eligible for intervention and targeted academic support. Our intervention students are provided class-based or small-group intervention sessions which target their specific performance level, focusing on ELA or Math standards. In addition, using ESSER and categorical instructional funds, our students and their teachers have a variety of supplemental print and online intervention curriculum options to choose from.

Some of these district and school-wide programs include ST Math, Freckle, PBIS Rewards, Reflex Math, supplemental personnel to provide small group instruction to at-risk students, supplemental instructional materials including technology, professional learning opportunities for all staff, and enrichment after-school programs.

Please refer to our district LCAP or School Plan for Student Achievement for a more detailed list of goals and actions that the school currently funds.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,965	\$60,863
Mid-Range Teacher Salary	\$101,573	\$93,575
Highest Teacher Salary	\$135,199	\$125,548
Average Principal Salary (Elementary)	\$167,692	\$157,645
Average Principal Salary (Middle)	\$177,563	\$165,341
Average Principal Salary (High)	\$196,379	\$182,580
Superintendent Salary	\$402,443	\$357,064
Percent of Budget for Teacher Salaries	32.36%	30.36%
Percent of Budget for Administrative Salaries	4.8%	4.88%

Professional Development

Tustin Unified School District provides dedicated time for professional development for all staff. The comprehensive training takes place before the school year starts, providing teachers with current best practices and opportunities for collaboration around instruction/curriculum for the upcoming year with site and district colleagues. An all district professional development day is also provided on a non-student day in the fall, focusing on any current instructional or organizational professional learning needs at the time.

Schools also provide professional development opportunities based on school-wide student needs driven by an analysis of student data and funded by site categorical or supplemental allocations. Staff development opportunities can take place before, during, or after school and by release time throughout the school year. All new teachers engage in the Induction Program through OCDE, which provides new teachers with ongoing support through the first two years of teaching.

At W. R. Nelson Elementary School, we prioritize providing ongoing professional development opportunities that are responsive to student and community needs. During the summer, many teachers and staff participated in a professional learning series focused on belonging, family engagement, and family literacy. In addition, approximately 75 percent of the teaching staff

Professional Development

attended the Orange County Department of Education's Social and Emotional Foundations for Early Learning series, strengthening instructional practices that support the whole child. Members of the school's PBIS team also participated in the School Climate Conference to enhance positive school culture and student support systems.

All TK-5th grade teachers have received targeted training in the new ELA program: Benchmark Advance, DIBELS- Reading Difficulty Screener, and IM Math practices. Teachers also participate in monthly mini-PDs led by our Math/Literacy Teacher (MLT) to strengthen math instruction. Professional Learning Communities (PLCs) meet monthly to analyze data and share best practices. Since Nelson operates as a banking minutes school, most professional development occurs on early-release Wednesdays.

Our school leadership team meets monthly to review school-wide timelines, data, and systems to support student learning. Teachers receive support with the implementation of instructional technology and Common Core Standards through ongoing collaboration, administrative guidance, and access to resources. Our primary focus areas are Mathematical Practices, Analyzing Data, Explicit Vocabulary Instruction, and Designated ELD, with a particular emphasis on insights drawn from ELPAC data and State SBAC performance indicators. Professional development has also included training in social-emotional learning (SEL) and best practices for supporting the whole child.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	11	11