Wilson Elementary School

11700 School Street. • Lynwood, CA 90262 • 1 (310) 603 - 1525 • Grades K-6
Trionne Magee, Principal
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https://wilson.lynwood.k12.ca.us

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Lynwood Unified School District

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Assistant Superintendent Educational Services

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School Vision and Mission Statement

The Vision Statement of Wilson Elementary School was developed in 2019 by a group of Wilson stakeholders committed to the purpose of increasing Student Achievement and Positive Outcomes for all Wilson Students. In addition to the Lynwood Unified School District Mission Statement which states :

The mission of Lynwood Unified School District, the model urban school district, is to ensure each student fearlessly achieves their highest academic and personal aspirations while contributing to a diverse, global society through an evolving system distinguished by:

- people of great character who inspire and lead by example
- the instilling of courage to be creative
- the transformative uses of technology
- safe and clean environments
- the inclusion of all voices in our community through equity, access, and justice

At Wilson Elementary School, we also strive to make sure that

Wilson is a positive, inclusive, and nurturing environment that inspires all students to be collaborative thinkers. Students at Wilson will demonstrate digital competence, appropriate behavior, and academic excellence in all areas.

Statement of Purpose:

At Wilson Elementary School, we treat each other with respect, take responsibility for our learning, and show kindness to others.

Behavior Expectations:

Every Wilson Wildcat ROARS!

R ˜ Respect

O ˜ Optimism

A ˜ Achievement

R ˜ Responsibility

S ˜ Safety

Principal's Message

Greetings Students, Parents, and Community Stakeholders:

My name is Trionne Magee and I am the proud principal of Wilson Elementary Elementary. Wilson Elementary School has dedicated and talented teachers and staff who are motivated to help all students succeed. This is clearly evident when one looks at the Common Assessments scores that continue to improve. One of my goals is to support and promote the established foundation of collaboration between teachers, and further cultivate the highest degree of education for every student, ensuring continued growth. The teachers at Wilson will work in collaborative teams to develop effective teaching strategies to ensure that all students are truly grasping the critical concepts of the Common Core curriculum in every classroom. Rigorous, student-centered, hands-on instruction which is enhanced by the use of technology and ALD / ELD streamlined strategies within the 50 / 50 instructional approach is also evident in every classroom in our school.

At Wilson, we believe that the goal of education is to help students develop intellectual abilities and interests, social awareness, personal competencies, as well as a code of ethics. Hence, students explore subject matters from a variety of platforms. Our high-quality instruction guided by the Common Assessments provides a balance between gaining a solid knowledge and learning foundation, exploring a wide range of interconnected subjects, and obtaining needed skills for success in middle school, high school, college, and careers.

Expanding beyond just knowledge and facts, we emphasize deeper understanding and connections, as well as learning how to learn. As students begin to take more responsibility for their own learning, the faculty members remain supportive and nurture personal growth. Wilson is a PBIS Silver Medal School where students are mentored and rewarded for positive behaviors. At Wilson, students are taught and expected to demonstrate positive behavior expectations such as Respect, Optimism, Achievement, Responsibility, and Safety. Every staff member on campus plays a role in promoting Positive behaviors and providing interventions when needed. We provide challenging and engaging programs in a nurturing learning environment, devoting care and attention to every student. By embracing high standards of character, commitment, and achievement, Wilson Elementary School encourages students to think critically and creatively and to act ethically.

We are fortunate to have a strong community at Wilson Elementary School. There are numerous ways for students and parents to stay involved. I am overwhelmed by the amount of support and pride I see every day from our amazing students, parents and the community. I am acutely aware of all the hard work the team has done over the past many years to establish and improve the school environment and am so proud to call myself a Wildcat. Wilson Elementary School is, has been, and will continue to be a uniquely exceptional educational institution. I am extremely pleased to be a part of this truly special organization as your Principal and leader. I am honored and humbled to serve the community at Wilson Elementary School. The heart of any school begins and ends with the people who enter it every day, from the staff, to the students, and their families. Wilson Elementary School is a vibrant and diverse community, promoting personal and intellectual growth and I will work to build a community where each and every stakeholder is filled with a sense of pride as a contributing member of Wilson Elementary School.

Sincerely,

Trionne Magee, MS Ed.

Principal, Wilson Elementary School

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	79
Grade 2	84
Grade 3	97
Grade 4	110
Grade 5	99
Grade 6	107
Total Enrollment	658

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.5
Asian	0.3
Hispanic or Latino	93.6
Native Hawaiian or Pacific Islander	0.3
White	2.1
Socioeconomically Disadvantaged	94.4
English Learners	34.8
Students with Disabilities	26.6
Foster Youth	1.4
Homeless	1.1

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 for Wilson Elementary	17-18	18-19	19-20
With Full Credential	32	25	29
Without Full Credential	3	6	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lynwood Unified	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Wilson Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	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)
We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials
Year and month in which data were collected: 12/2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	Hill - Studysync (6th Grade) Houghton Mifflin Harcourt - Journeys (Grades K-5)	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0
Mathematics	Houghton Mifflin Harcourt, Go Math, 2015	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0
Science	CA Science Science 2008 Focus on Earth Science, CA Edition Science 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 CA Social Studies 2006 World History-Ancient Civilizations Social Studies 2006	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0
Visual and Performing Arts	P.S. Arts & Conga Kids	
	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)
Wilson Elementary School was built in 1935. After its original construction seven additional classrooms and modular classrooms have been added. In 2004, Wilson added a new structure that consists of eight classrooms, teacher work rooms, library and a computer lab. In 2013, the campus received a face-lift through painting the entire school, resurfacing the playground and parking lot, and the removal of an old structure.

In 2013-2014, new roofing replacement on buildings were completed. Flooring system repairs and upgrade installed in December 2015. Additional flooring system replacement is scheduled for 2016 and 2017. New play structure installation planned for 2016 along soft scape play surfaces.

Wilson staff and students pride themselves on having a clean and well maintained campus. The custodial staff at Wilson is comprised of three full time custodians who maintain 44 classrooms, two computer labs, library, cafeteria and restrooms. In order to ensure a safe and clean campus, the custodial staff conducts facility checks on a regular basis. Additionally, the custodial staff also assists the district's maintenance and grounds personnel by sustaining a safe and clean campus.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/05/2016

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Wall finishes damaged in classroom, wall repairs completed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Light bulbs burned out in some classrooms. Light bulbs replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
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

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	38	38	35	38	50	50
Math	25	30	24	26	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 Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	19.4	16.3	6.1

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.

School Year 2018-19 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	375	374	99.73	38.24
Male	185	184	99.46	33.70
Female	190	190	100.00	42.63
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	352	351	99.72	39.03
White	11	11	100.00	36.36
Socioeconomically Disadvantaged	356	355	99.72	38.03
English Learners	211	211	100.00	29.86
Students with Disabilities	105	105	100.00	17.14
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.

School Year 2018-19 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	375	373	99.47	30.03
Male	185	183	98.92	31.69
Female	190	190	100.00	28.42
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	352	351	99.72	30.20
White	11	11	100.00	36.36
Socioeconomically Disadvantaged	356	354	99.44	30.23
English Learners	211	211	100.00	26.54
Students with Disabilities	105	105	100.00	14.29
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.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Parents and the community are very important to the educational programs at Wilson Elementary. In addition to daily Parent-Teacher relationships, parents are involved in school activities by serving on Parent councils such as the School Site Council and the English Learner Advisory Council and by volunteering on campus and with the Parent Teacher Organization (PTO), in classrooms and at school events. parents are also invited to attend student recognition assemblies such as Student of the Month, Reclassification Recognition, and Quarterly Awards as well as student performances. Wilson events are communicated to parents via Fliers, Teleparent, Class DoJo and on the School Website. Wilson Elementary offers a variety of Parent Training opportunities and workshops in the areas of academic support, technology, exercise, nutrition, and physical and mental health. This year Wilson welcomed the Latino Family Literacy Project Workshops which engaged parents in encouraging and supporting positive literacy practices in the home. Wilson utilizes teachers, administrators, parents, district personnel, and educational consultants, to provide training for parents and community members. In addition to the various parental involvement workshops, Wilson Elementary also has an on-campus Parent Center that is open and available to parents throughout the day. The Parent Center has three chrome base computers and a printer that parents can use to access the district parent portal or educational websites. The parent center also has printed resources for parents and families on a variety of subjects. The parent center is also used to conduct parent council meetings, Parent Workshops and training, PTO meetings, Quarterly Coffee with the Principal meetings, operate fundraisers, and a place for parents to meet.

Woodrow Wilson Elementary School Parent Involvement Policy (SPSA Cultivated & Adopted)
GOAL: PARENT INVOLVEMENT
Family, staff, and students will have opportunities to serve in a variety of leadership roles, be provided with learning and involvement opportunities which build the parent's' capacity to promote and support their student's academic achievement and will have a safe, positive learning environment that promotes tolerance and respect, builds the capacity for resilience, and fosters the development of personal, social, and academic responsibility.

Parent / Caregiver Responsibilities

Parents and caregivers and schools are partners in their children's education. I order to create safe respectful, ad welcoming schools, parent support is needed to help children learn and follow school and classroom rules. Parents are the most important persons in a child's life and have the power to influence the attitudes and behavior of their children both at home and at school. How parents handle discipline at home affects a child's behavior at school. Treat school personnel with respect and expect them to treat you and your child with respect. These are some tips for parents:

1. Learn the rules for your child's school and make sure you and your child understand them
2. Involve your child in the establishment of the rules in the home
3. Participate in the child's education, help with homework, speak to their teachers, attend school functions
4. Use a positive approach when disciplining your children; say more "do this" than "don't do that; set limits
5. Help your child develop a network of trusted adults to provide additional support when needed
6. Teach your child to resolve problems
7. Recognize your child's accomplishments and improvements
8. Help your child understand the value of understanding individual differences
9. Help your child find ways of expressing anger without verbal attacks of physical violence
10. Keep open communication with your child
11. Set an example for them.

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
Comprehensive School Safety Plan

The school safety plan is revised at minimum every spring by the School Site Council (most recent revision 12/06/18): revisions are shared immediately with all members of the staff. The key elements outlined within the plan include: 1) child abuse reporting procedures; 2) teacher notification of dangerous pupils procedures; 3) disaster response procedures; 4) procedures for safe entrance and exit from school; 5) sexual harassment policy: 6) suspension and expulsion policies; 7) dress code; 8) discipline policies. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

The safety of students and staff is a primary concern of Woodrow Wilson Elementary School. Administrators and teachers regularly monitor the campus. Students are supervised at all times, with additional staff overseeing safety during lunch, breaks, and before school. Kindergarteners are released only to their parents or caregivers. The school welcomes parents and community members to visit the campus. Anyone wishing to be on school grounds during operating hours must notify the staff ahead of time. All visitors must sign in at the office and wear identification badges throughout the duration of their stay.

Safe Ingress and Egress from School Procedures

Visitors on Campus

Wilson Elementary School is a closed campus to any person who does not have official business to conduct. At every entrance to Wilson Elementary School, signs are posted instructing all non-Lynwood Unified School District personnel to adhere to the following:

1. All visitors (parents, non-employees, vendors, etc.) will report to the administration or designated office prior to accessing the school campus.
2. In the administration office, visitors must sign in at the receptionist's counter and indicate their purpose of being on campus.
3. Visitors must receive approval and a visitor's pass.
4. All visitors must wear the pass so employees can easily see it.
5. The visitor pass is good only for one day and the prescribed time to conduct business.
6. Campus security, supervisors, and administrators will always be present to address individuals on campus without a guest pass to direct them to the administration office.
7. All visitors are to return the pass at the conclusion of the visit.

Monitoring Student Safety and Behavior to and from School

To ensure everyone's safety while students are walking to and from school, it will be the responsibility of the Principal and members of the school to give attention to the following:

1. The Principal and Campus Monitors and Parent Volunteers will survey the surrounding community to determine and recommend safe routes to and from school by doing the following:

   a. Consideration of busy streets and major thoroughfares that are used by students, parents, and staff as they proceed to and from school.

   b. Consideration of designated pedestrian crosswalks in the school community.

   c. Consideration of busy signal cross streets adjacent to the school and school attendance areas.

d.   Consideration of danger zones including busy shopping areas, businesses, hospitals, narrow alleyways, streets with limited visibility to approaching traffic, etc.

e.   Consideration of the safest thoroughfares and/or recommended routes to and from school.

2. Campus supervisors and administrators are stationed around the school property to address any unsafe, irresponsible, and/or inappropriate behavior.

3. Students are supervised as they access the school property as well as when they exit the campus.

4. Conducting a student safety assembly to establish safety standards for most dependable routes to and from school.

5. Utilizing the Sheriff's Department or City of Lynwood public service departments to discuss safety recommendations.

6. Students are held accountable for their behavior on their way to school, while they attend school or a school activity, and on their way home from school. Students who violate safe procedures or exhibit inappropriate behavior are subject to the appropriate interventions and discipline in accordance with Education Code 48900.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.6	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.5	3.3	3.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

*   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.

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	19	4			21	1	4		27	1		2
1	22	1	3		20	2	1		24		3	
2	22	1	4		20	1	3		22	1	3	
3	27	1	3		23	1	4		24	1	3	
4	25	1	3		23	1	3		25	1	3	
5	21	2	3		21	2	3		22	2	3	
6	22	2	3		20	2	3		21	2	3	
Other**	13	1										

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		12	15

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Woodrow Wilson Elementary School is implementing the district's multi-year professional development plan. This plan provides training for all coaches, administrators, and teachers and includes:

- Curriculum Alignment Institutes and Professional Development in ELA. ELD and Mathematics
- Instructional Coach Training
- Site Administrative Training and Coaching
- Summer Strategies Training and Practicum (with ELD/Academic Language Development for English Learners) outlined throughout the year
- Professional development for teachers & administrators on Equitable and responsive practices Social-Emotional Learning Positive Behavior Intervention Support Training
- Google Support (Technology Services)

The district has also implemented a monitoring system to ensure the effectiveness of professional development for our staff. The monitoring system includes follow up sessions and site visits from district professional development facilitators. In addition, Woodrow Wilson AdministratorsThe staff at Wilson Elementary School dedicates time and resources for professional growth and our district provides support for their continuing education and professional development.

Woodrow Wilson Elementary School teachers including SDC and RSP teachers are given the opportunity to attend summer institute workshops to help support their instructional practice for English Learners, deliver effective English language Arts whole and small group instruction, implement technology in the classroom and Guided Mathematics instruction. The focus of the professional development was closing the achievement gap for our strategic subgroups. There were also breakout Professional Development workshops during the summer institute for Administrators and Instructional Leads to support the implementation of the English Language Arts (ELA) and Mathematics curriculum.

In addition, Teachers in grades 1st - 6th receive Guided Math training provided by the Elementary Services department and Teacher Created Materials on supporting the core math instruction using guided math strategies. The need for additional mathematics professional development was identified by the underperformance of students district-wide on the CAASPP assessment. To address this need, teachers in grades 4-6 also received Swum Math Professional Development and coaching to deliver math supports to supplement Core math instruction and increase student achievement.

Teachers attend multiple professional developments throughout the school year to help students close the achievement gap and develop Intervention plans. Using the common assessment data for English learners (ELs), students with disabilities (SWD), and other strategic subgroups are used to provide students with intervention during the school day to raise academic achievement. Wilson provides intensive students, including ELs and SWD, with strategic interventions during the day and an extended day after school intervention. The professional development is provided by the school site and district staff during early release days and pupil free days. Teachers also collaborate during Data Reflection Sessions and monthly Guided Planning Sessions. Site Administrators and the Instructional Lead teacher monitor implementation of the Platinum instructional lesson designs and provide feedback and support.

Teachers of students in Kindergarten and First grade also attended professional development sessions provided by the Los Angeles Music Center to support Visual and Performing Arts Standards instruction. In addition, staff members were provided with the opportunity to participate in district professional developments in the area of technology and its application in the classroom to support student learning and increase student achievement.

The PBIS Site team which includes, administrators, teachers, and support staff also attend Positive Behavior Intervention Support training provided by the Los Angeles County Office of Education and District personnel four times a year. The Site Team then provides professional development on Positive Behavior Intervention Strategies and Tiered Interventions to support students and encourage positive behavior. The PBIS training aligns with the LCAP and the School Plan for Student Achievement regarding School Culture. During the 2019-2020 School year, the Wilson Elementary PBIS team provided professional development for staff in the areas of Social-Emotional Learning, Trauma-informed instruction, and Tiered Behavior Interventions.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,555	$51,374
Mid-Range Teacher Salary	$81,123	$80,151
Highest Teacher Salary	$94,480	$100,143
Average Principal Salary (ES)	$114,587	$126,896
Average Principal Salary (MS)	$116,221	$133,668
Average Principal Salary (HS)	$129,242	$143,746
Superintendent Salary	$225,000	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	6%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	4726	280	4446	73823.33
District	N/A	N/A	5413	$79,588.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-19.6	-5.5
School Site/ State	-38.6	-5.3

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

The Lynwood Unified School District is committed to academic excellence by providing the best possible learning opportunities for all students. Our district provides a wide variety of academic programs and socio-emotional services for students to reach their academic goals. Some of the programs and services provided for students in Lynwood Unified School District include:

- Title I
- Migrant Education
- SES Tutoring
- Title III - Interventions
- LCAP
- Language Proficiency Testing (CELDT)
- AVID
- Special Education Services

- Resources for Foster Youth and Homeless Students
- Common Assessment Data Compilation
- Socio-emotional and Mental Health Counseling and Resources
- Resources for Pregnant and Parenting Teens
- Positive Behavior and Support (PBIS)
- Assistance with Health Insurance Enrollment
- Afterschool Programs
- Academic Field Trips

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.