

Aviation Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/ .

2024-25 School Contact Information

School Name	Aviation Elementary School
Street	5403 W. 138th Street
City, State, Zip	Hawthorne, CA 90250
Phone Number	(310) 725-2151
Principal	Summer Graves
Email Address	sgraves@wiseburn.org
School Website	https://aviation.wiseburn.org/
Grade Span	3-5
County-District-School (CDS) Code	19651696023816

2024-25 District Contact Information

District Name	Wiseburn Unified School District
Phone Number	(310) 725-2101
Superintendent	Dr. Blake Silvers
Email Address	bsilvers@wiseburn.org
District Website	www.wiseburn.org

2024-25 School Description and Mission Statement

Aviation Elementary School is one of three elementary schools located in the Wiseburn Unified School District (enrollment: 4,000) located just south of LAX. Aviation School serves 449 3rd-5th grade students: 8.24% are ELL, 16.3% identify as white; 55.7% Hispanic/Latino; 10.7% African American, 0.2% American Indian, 8.2% 2 or more races, and 4.5% Asian. There are 21 classroom teachers which include ELD, RSP, and SDC, the CARE Team, credentialed music teachers, the Cotsen Mentor, and the principal. Since 2010 Aviation Elementary School has been identified as a Title 1 school and implements a school-wide 1:1 Chromebook.

2024-25 School Description and Mission Statement

At Aviation Elementary School is one of three elementary schools located in the Wiseburn Unified School District (enrollment: 4,000) located just south of LAX.

We strive to bring out our BEST in all we do. While our BEST acronym guides us within our positive behavior reinforcement system (B-Be Responsible, E-Effort all the Way, S-Safety First, T-Treat all with Respect), it also stands for something more. As Future Focus learners, we know that “to be our best” involves being engaged and reflective citizens of the world. Our students, teachers, and staff are all committed to putting their BEST foot forward and are eager to jump into learning with an open and curious mind. We see a culture of continuous improvement in all aspects of school life at Aviation Elementary School. Students are learning to be flexible in their thinking, valuing mistakes as learning opportunities, and using one another as resources to enhance their learning.

The learning community at Aviation Elementary School is supported by all parents, teachers, students, and staff. Through our PTA and Wiseburn Education Foundation, we can provide our students with a curriculum that is well-rounded and rich with hands-on, engaging learning opportunities.

The staff continues to work together to improve our Professional Learning Community (PLC), whereby teachers and other support staff collaborate by using local assessments to improve student achievement. Our teachers at Aviation Elementary School are also on a path of continuous growth, modeling for their students the growth mindset in action. Teachers are taking the time to collaborate and think critically as we continue our implementation of Writers Workshop to our rich curriculum that includes our Language Arts series, Wonders, and continue to develop and enhance our CGI curriculum. This process is showing our students that we are all lifelong learners and our capacity to be flexible and adapt and change over time leads us to make deeper connections and insights into our learning.

In Mathematics, we continue to deepen our understanding of mathematical concepts and practices through the lens of Cognitively Guided Instruction (CGI). The CGI philosophy emphasizes a student-centered approach to teaching mathematics that focuses on problem-solving, collaboration, and reflection. Students and teachers engage with concepts at a deeper level and utilize a wide variety of strategies to demonstrate their learning and understanding. In addition, My Math is the adopted textbook used by teachers as a primary component of their math instruction. Both ST Math and Simple Solutions are supplemental resources that help build students' knowledge of key math concepts.

A Multi-Tiered System of Support (MTSS) continues to be implemented for students offering immediate and specific academic and behavioral assistance where needed. Students are identified for intervention by a universal screener administered six times a year and teacher recommendation. Our Student Study Team added new procedures for staff members to review support for students and provide strategies for parents to support their children at home. These procedures include utilizing both formative and summative assessments, classroom observations, as well as, considering a student's social-emotional well-being to best determine the appropriate course of action for support. This process involves our Principal, CARE Counseling Team, intervention specialists, parents, and classroom teachers in collectively developing strategies to support positive student outcomes.

Being our BEST is a continuous process that involves compassion, collaboration, creativity, and community. The learning community at Aviation Elementary School strives to reach those goals every day.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 3	143
Grade 4	152
Grade 5	151
Total Enrollment	446

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	0.2
Asian	5.2
Black or African American	9.2
Filipino	1.6
Hispanic or Latino	55.6
Native Hawaiian or Pacific Islander	1.1
Two or More Races	9.4
White	17.7
English Learners	8.1
Homeless	0.7
Socioeconomically Disadvantaged	33.6
Students with Disabilities	17.9

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.

2020-21 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)	15.30	100.00	165.70	90.32	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.54	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.20	2.88	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.40	3.49	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	5.00	2.76	18854.30	6.86
Total Teaching Positions	15.30	100.00	183.50	100.00	274759.10	100.00

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.

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)	14.80	93.71	177.00	88.22	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	6.29	12.70	6.37	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.30	2.15	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	6.50	3.25	15831.90	5.67
Total Teaching Positions	15.80	100.00	200.60	100.00	279044.80	100.00

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)	13.30	86.44	184.80	89.37	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	6.46	11.90	5.76	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.80	2.33	11746.90	4.23
Unknown/Incomplete/NA	1.00	7.04	5.20	2.53	14303.80	5.15
Total Teaching Positions	15.40	100.00	206.80	100.00	277698	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	6.6	8.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Aviation Elementary School School are aligned to the California Standards and Frameworks.

Year and month in which the data were collected September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill "Wonders" 2017	Yes	0%
Mathematics	Great Minds "Eureka Math Squared"-2024	Yes	0%
Science	Savvas Learning Company "elevateScience" 2022	Yes	0%
History-Social Science	Houghton Mifflin History Social Science 2007	Yes	0%

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

School Facility Conditions and Planned Improvements

Age of School Buildings

Aviation Elementary School has 20 classrooms, one SDC classroom, two resource specialist classroom, one speech therapist, an ELD classroom, multipurpose room, a library, and an administration building. The main campus was upgraded in 1997. The following buildings have been added to the main campus after 2009: a library, media center four classrooms, a kitchen conference room and a multi-purpose room. All classrooms were up-graded in 2014. Two portable classrooms have been added to support arts programs, counseling, PTA, and to add space for our Child Development Center.

Maintenance and Repair

WUSD 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.

Cleaning Process and Schedule

The WUSD governing board has adopted cleaning standards for all schools. A summary of these standards is available at the WUSD office, or on-line. The site principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

5/21/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			2 Rm 7-12: Occasional smell of dampness. 4 Rm 19-24: Main gas line to Bldg 4 needs to be replaced. No heat.
Interior: Interior Surfaces	X			:
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 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	63	63	66	62	46	47
Mathematics (grades 3-8 and 11)	55	61	46	45	34	35

2023-24 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	445	443	99.55	0.45	62.98
Female	216	215	99.54	0.46	64.65
Male	229	228	99.56	0.44	61.40
American Indian or Alaska Native	--	--	--	--	--
Asian	23	23	100.00	0.00	73.91
Black or African American	42	41	97.62	2.38	70.73
Filipino	--	--	--	--	--
Hispanic or Latino	247	246	99.60	0.40	54.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	42	100.00	0.00	83.33
White	78	78	100.00	0.00	70.51
English Learners	34	34	100.00	0.00	26.47
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	110	108	98.18	1.82	52.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	90	90	100.00	0.00	43.33

2023-24 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	445	443	99.55	0.45	60.72
Female	216	215	99.54	0.46	55.35
Male	229	228	99.56	0.44	65.79
American Indian or Alaska Native	--	--	--	--	--
Asian	23	23	100.00	0.00	82.61
Black or African American	42	41	97.62	2.38	63.41
Filipino	--	--	--	--	--
Hispanic or Latino	247	246	99.60	0.40	50.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	42	100.00	0.00	76.19
White	78	78	100.00	0.00	78.21
English Learners	34	34	100.00	0.00	26.47
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	110	108	98.18	1.82	42.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	90	90	100.00	0.00	38.89

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	46.62	50.69	49.91	46.26	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	150	149	99.33	0.67	51.01
Female	64	64	100.00	0.00	54.69
Male	86	85	98.84	1.16	48.24
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	19	19	100.00	0.00	52.63
Filipino	--	--	--	--	--
Hispanic or Latino	84	83	98.81	1.19	44.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	64.29
White	26	26	100.00	0.00	61.54
English Learners	12	12	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	45	97.83	2.17	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	36.59

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.

2023-24 California Physical Fitness Test Results

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	100.0%	100.0%	100.0%	99.3%	99.3%

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.

2024-25 Opportunities for Parental Involvement

Parent participation and engagement are essential components to our success at Aviation Elementary School. The prominent marquee posted near the front entrance informs our school community about important upcoming events. Weekly and monthly emails in English and Spanish inform parents of the current events taking place within the school and highlight the strong partnership between District and community members. Parents are elected to our School Site Council(SSC), which works with the administration to develop goals and allocate resources to support our students and staff. Parents of English Learners are vital to our English Language Advisory Committee (ELAC) and to outreach efforts on behalf of new families. When allowed under Health Department Guidelines, teachers use parent volunteers to help with special projects in the classroom and to chaperone field trips.

The Wiseburn Education Foundation provides funding for programs that enrich our arts and music opportunities. When appropriate, our PTA helps staff members in classrooms and supports programs throughout the school. In a traditional year, parents participate in our annual Talent Show, Care Giver Dance, field trips, restaurant nights, seasonal fundraising activities, Family Arts Night, Craft Night, Movie Nights and Book Fairs. Parents are encouraged to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November and February.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	454	451	44	9.8
Female	219	218	20	9.2
Male	235	233	24	10.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	23	1	4.3
Black or African American	42	42	0	0.0
Filipino	--	--	--	--
Hispanic or Latino	254	252	33	13.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	42	42	1	2.4
White	79	79	7	8.9
English Learners	38	36	4	11.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	165	164	29	17.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	95	95	14	14.7

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.45	0.66	1.41	1.58	1.55	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.1	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.66	0.00
Female	0.00	0.00
Male	1.28	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	1.18	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.61	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.05	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.

2024-25 School Safety Plan

Aviation Elementary School continues to provide a safe, nurturing, and secure environment for all students. Aviation Elementary School is a closed campus and gates are monitored by teachers and staff at arrival and dismissal times. The Aviation Elementary School staff monitors the school grounds 30 minutes before and 15 minutes after school, as well as at all

2024-25 School Safety Plan

recess and lunch times. Teachers and both the Assistant Principal and Principal regularly review the rules for safe, responsible behavior in school and on the playground with students. When appropriate, visitors enter the school through the main office, where they sign in and receive an Aviation Elementary School badge to wear throughout their stay. Our School Safety Plan is revised on an annual basis and was last revised in January 2023. The School Safety Plan includes emergencies, exit routes, and inventories of emergency supplies. The plan is available to all community members and is located in the main office and posted on the school website. The Aviation Elementary School Staff has an opportunity to discuss the plan and participates in monthly school drills which include; Fire, Intruder on Campus, Lockdown, shelter-in-place, Drop Drill, and Earthquake Drill. The following topics outline our Comprehensive Safe Elementary School Plan and include the major action plan that focuses on programs and policies that help in our goal of a safe elementary school.

Our Comprehensive Safe Elementary School Plan includes the following state mandates:

- A safe and orderly environment that is conducive to learning
- Disaster procedures for various emergencies
- Sexual Harassment Policy
- Procedures for reporting hate crimes
- Procedures for notifying teachers of dangerous students
- Child Abuse reporting procedures
- Elementary School dress code and board policy
- Policies related to suspension and expulsion
- Procedures for student safe ingress and egress
- Elementary School Rules
- Pandemic Preparedness (COVID Guidelines and Procedures)

Each year we add several new safety precautions due to situations that occurred throughout the United States. Every year, as a District we participate in the annual earthquake simulation drill (The Great Shakeout). We have revised our evacuation procedures to allow for a more fluid and seamless exit from school buildings to a safe location. In addition, an ongoing review of our emergency supplies is being conducted by staff to eliminate outdated materials and begin aligning emergency supplies district-wide. In Wiseburn, we are privileged to have responsive law enforcement support. The presence of our local law enforcement officers patrolling our neighborhoods and schools during crucial times supports a love for learning, which is appreciated by all.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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
3	20	3	18	
4	25	5	25	
5	26	5	25	

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
3	24		18	
4	29		25	
5	25	5	25	

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
3	24	0	6	0
4	30	0	5	0
5	30	0	5	0

2023-24 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	446

2023-24 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)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	4.4

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$10,235	\$1,864	\$8,371	\$93,325
District	N/A	N/A	\$6,971	\$96,712
Percent Difference - School Site and District	N/A	N/A	18.3	-3.6
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-25.1	6.3

Fiscal Year 2023-24 Types of Services Funded

Types of services funded in 2023-24 were used to support the overall educational program of students at Aviation School. Aviation Elementary School provided supplemental instructional services per the District's Title I entitlement. Aviation specifically prioritizes a robust array of integrated interventions for struggling students utilizing various technology platforms; a focus on personalization of student learning; coaching and collaboration time for grade levels in the implementation of essential standards; and, a focus on student ownership of learning and the real-world application of learning. Aviation Elementary received Title 1 funding made possible the continued support of an RTI Specialist 60% of the time to assist with students literacy and math needs.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$57,812	\$54,930
Mid-Range Teacher Salary	\$95,232	\$85,386
Highest Teacher Salary	\$114,674	\$111,172
Average Principal Salary (Elementary)	\$132,933	\$136,564
Average Principal Salary (Middle)	\$142,903	\$141,339
Average Principal Salary (High)	\$0	\$153,241
Superintendent Salary	\$301,105	\$224,537
Percent of Budget for Teacher Salaries	33%	29%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Staff Development plays a pivotal role in the Wiseburn Unified School District. In 2023-24, the focus for Aviation Elementary School and the District is Mathematics, Student Wellness and Safety, and Balanced Literacy, focused on Writer's Workshop.

Each year teachers are provided with 3 full days of professional development as part of their contractual school year, along with multiple opportunities for supplemental professional development. Each Wednesday teachers have planning time for one hour, followed by one hour of professional learning. Teachers also have 50 minutes per week of Teacher Collaboration Time during the school day, when grade-level teams meet to focus on instructional planning. The topics and focus areas for professional development are determined based on analysis of student academic data (STAR Reading, STAR Math, ST Math, CAASPP scores, etc), analysis of school survey results, and consideration of school district learning goals and initiatives.

For 2024-25 the first focus this year was on work to support math instruction. Specific Teacher Collaboration Times (TCT) were created with the on-site support of a Teacher on Special Assignment to focus on math instruction. The district coordinator also worked with each grade level during these TCTs to review various math data sources and support the development of next step timely instruction. The DEI coordinator along with the counselors worked to support students' wellness and support on an ongoing basis. In 2022-23 we saw the full implementation of Writers Workshop across all classrooms which continues in 2024-25. Another focus was on continuing to implementing the new Elevate Science curriculum, updating grade-level scope and sequences, and utilizing a variety of hands-on lab activities. A final focus was on continuing to grow Cognitively Guided Instruction practices in math classes. Our three professional learning days were centered on grade-level team sessions in each of the focus areas. Secondary focuses for professional development included using WIN (What I Need) time to personalize learning for students and social-emotional learning.

The Aviation teacher leadership team attended multiple workshops, HOW2 facilitated by district administration. These workshops focused primarily on prioritizing goals and how to best facilitate effective teacher collaboration. Teachers attending developed procedures and protocols that helped guide collaborative meetings that focused on student learning.

At Aviation Elementary, we aspire to continuously question, investigate, share learning, and act on it. The principal takes the lead in creating a school-wide culture of inquiry and improvement. This is a professional, nurturing environment that encourages collaboration among staff and other stakeholders as we reflect on strengths and growth areas through the analysis of self-assessments, and feedback from peers, parents, and partners.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3