

Aviation 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.

2025-26 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	
County-District-School (CDS) Code	19651696023816

2025-26 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

2025-26 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.

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 in 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, 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

2025-26 School Description and Mission Statement

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 recommendations. 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 3	144
Grade 4	146
Grade 5	149
Total Enrollment	439

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
Asian	5.7
Black or African American	6.6
Filipino	2.5
Hispanic or Latino	54.7
Native Hawaiian or Pacific Islander	1.1
Two or More Races	8.9
White	20.5
English Learners	7.5
Homeless	0.7
Socioeconomically Disadvantaged	30.1
Students with Disabilities	17.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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)	14.8	93.71	177	88.22	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	6.29	12.7	6.37	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.3	2.15	11953.1	4.28
Unknown/Incomplete/NA	0	0	6.5	3.25	15831.9	5.67
Total Teaching Positions	15.8	100	200.6	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)	13.3	86.44	184.8	89.37	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	6.46	11.9	5.76	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.8	2.33	11746.9	4.23
Unknown/Incomplete/NA	1	7.04	5.2	2.53	14303.8	5.15
Total Teaching Positions	15.4	100	206.8	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)	14.7	93.67	186.5	89.32	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.9	6.27	9.5	4.57	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.1	3.89	12112.8	4.34
Unknown/Incomplete/NA	0	0	4.6	2.21	13705.8	4.91
Total Teaching Positions	15.7	100	208.8	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	1.00	1	0.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1	0.9

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)	6.6	8.3	4.7
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

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 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	McGraw Hill "Wonders" 2017	0%
Mathematics	Great Minds "Eureka Math Squared"-2024	0%
Science	Savvas Learning Company "elevateScience" 2022	0%
History-Social Science	Houghton Mifflin History Social Science 2007	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, three resource specialist classrooms, one speech therapist, an ELD classroom, a multipurpose room, a library, a STEAM lab, 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, a conference room, and a multi-purpose room. All classrooms were upgraded 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 promptly. 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 online. 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

8/25/2025

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Admin office: IDF Room HVAC Drain Replaced
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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 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)	63	62	62	62	47	48
Mathematics (grades 3-8 and 11)	61	62	45	45	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	438	437	99.77	0.23	62.01
Female	211	211	100.00	0.00	65.88
Male	227	226	99.56	0.44	58.41
American Indian or Alaska Native	0	0	0	0	0
Asian	25	25	100.00	0.00	84.00
Black or African American	31	31	100.00	0.00	64.52
Filipino	11	11	100.00	0.00	72.73
Hispanic or Latino	237	237	100.00	0.00	53.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	39	100.00	0.00	82.05
White	89	88	98.88	1.12	69.32
English Learners	33	33	100.00	0.00	21.21
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	95	95	100.00	0.00	47.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	84	83	98.81	1.19	39.76

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	438	437	99.77	0.23	61.56
Female	211	211	100.00	0.00	58.29
Male	227	226	99.56	0.44	64.60
American Indian or Alaska Native	0	0	0	0	0
Asian	25	25	100.00	0.00	76.00
Black or African American	31	31	100.00	0.00	61.29
Filipino	11	11	100.00	0.00	54.55
Hispanic or Latino	237	237	100.00	0.00	51.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	39	100.00	0.00	79.49
White	89	88	98.88	1.12	79.55
English Learners	33	33	100.00	0.00	24.24
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	95	95	100.00	0.00	40.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	84	83	98.81	1.19	39.76

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)	50.69	41.78	46.26	45.16	30.73	32.33

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	151	150	99.34	0.66	42.67
Female	82	82	100.00	0.00	45.12
Male	69	68	98.55	1.45	39.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	15	15	100.00	0.00	46.67
Filipino	--	--	--	--	--
Hispanic or Latino	87	87	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	26	25	96.15	3.85	60.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	33	100.00	0.00	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	39.13

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	99.3%	99.3%	99.3%	99.3%	100%

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

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.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	446	443	35	7.9
Female	215	212	16	7.5
Male	231	231	19	8.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	25	1	4.0
Black or African American	32	31	3	9.7
Filipino	11	11	0	0.0
Hispanic or Latino	243	242	24	9.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	39	39	1	2.6
White	90	90	4	4.4
English Learners	35	34	6	17.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	153	152	17	11.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	89	89	8	9.0

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
0.45	0.66	1.35	1.58	1.55	1.17	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	0.1	0.02	0	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	1.35	0.00
Female	0.47	0.00
Male	2.16	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.00	0.00
Black or African American	3.13	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.65	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	3.27	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

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 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.

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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	24	0	18	0
4	29	0	25	0
5	25	5	25	0
6	0	0	0	0
Other	0	0	0	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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	24	0	18	0
4	30	0	25	0
5	30	0	25	0
6	0	0	0	0
Other	0	0	0	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
3	24		18	
4	29		25	
5	30		25	

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	446

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	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4.4

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	\$10,235	\$1,864	\$8,371	\$93,325
District	N/A	N/A	\$6,971	\$100,375
Percent Difference - School Site and District	N/A	N/A	18.3	-3.6
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-25.1	6.3

Fiscal Year 2024-25 Types of Services Funded

Types of services funded in 2024-25 were used to support the overall educational program of students at the 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

Fiscal Year 2024-25 Types of Services Funded

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 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	\$60,124	\$57,978
Mid-Range Teacher Salary	\$99,041	\$89,612
Highest Teacher Salary	\$119,261	\$117,194
Average Principal Salary (Elementary)	\$132,933	\$143,632
Average Principal Salary (Middle)	\$142,903	\$149,447
Average Principal Salary (High)		\$162,334
Superintendent Salary	\$301,105	\$234,076
Percent of Budget for Teacher Salaries	32.02%	27.81%
Percent of Budget for Administrative Salaries	6.72%	5.47%

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 containing 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

Professional Development

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3