

Washington Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Washington Elementary School
Street	4225 Sanborn Avenue.
City, State, Zip	Lynwood, CA 90262
Phone Number	(310) 603-1513
Principal	Juanita Naranjo, Ed.D.
Email Address	jnaranjo@mylUSD.org
School Website	https://washington.mylUSD.org/
Grade Span	K-6
County-District-School (CDS) Code	19647746020291

2025-26 District Contact Information

District Name	Lynwood Unified School District
Phone Number	(310) 886-1600
Superintendent	Dr. Patrick Gittisriboongul
Email Address	pgittis@mylUSD.org
District Website	http://www.lynwood.k12.ca.us

2025-26 School Description and Mission Statement

Principal's Message

Washington Elementary School is a great place to be! The community, families, students, and staff create an environment of life-long learning and mutual respect. Together, we recognize the need to provide a nurturing, well-balanced classroom environment that is driven by rigor, relevance, and relationships. Our teachers and staff work collaboratively to implement the California Common Core State standards, maintain a rigorous core curriculum and focus on student learning. Teachers meet regularly to discuss and reflect on their grade-level data from common assessments. During these reflections, teachers define barriers, adjust instruction and plan interventions for student success.

2025-26 School Description and Mission Statement

Our students enjoy coming to Washington. We have a very caring and nurturing staff that focuses on student needs, student achievement, and most importantly, on student growth and learning. We received Platinum Implementation Recognition for our PBIS (Positive Behavior Interventions and Supports) program, and we work to provide all students a well rounded curriculum to develop the perseverance in every child. Students are recognized for outstanding academic effort and citizenship.

Washington Elementary School is one of the largest and oldest schools in the Lynwood Unified School District. We have many dedicated teachers and staff that have worked at Washington for 20 years or more. This continuity helps establish a culture of high expectations for all current and future students. We have been fortunate to have Lynwood alumni return as staff and teachers who take pride in supporting the Washington community of learners. Additionally, Washington earned a Top School status in California for 23-24: Closing the gap for Latino learners in ELA. Only 6% of public schools in California earn this recognition.

Washington Elementary School also partners with Turnaround Arts: California. Our goal as a Turnaround Arts School is to utilize the arts to create a joyful, equitable, and inclusive learning environment where all students have the opportunity to thrive and succeed. Our students engage in weekly lessons for visual arts, theater, and music through this partnership.

Washington is committed to providing all of our students with a quality education.

Juanita Naranjo, Ed.D., Principal

Major Achievements

- 2024-2025, Reached annual targets in both Language Arts and Mathematics as measured by the SBAC.
- 2024-2025, California PBIS Coalition recognition for successful PBIS implementation at the PLATINUM level.
- 2023-2024, Top School Award: Closing the gap for Latino learners in ELA
- 2023-2024, Washington Elementary was recognized by the California PBIS Coalition for successful PBIS implementation at the GOLD level.
- 2022-2023, Washington Elementary was recognized by the California PBIS Coalition for successful PBIS implementation at the GOLD level.
- 2021-2022, Washington Elementary joined TurnAround Arts: California to engage, empower, and transform our school and community through the arts.
- 2021-2022, Washington Elementary was recognized by the California PBIS Coalition for successful PBIS implementation at the GOLD level.
- 2020-2021, Washington Elementary was recognized by the California PBIS Coalition for successful PBIS implementation at the SILVER level.
- 2019-2020, Washington Elementary was awarded the 2020 California PBIS Community Cares Acknowledgement.
- 2018-2019 - Washington Elementary re-established a Parent-Teacher Organization (PTO).
- 2018-2019 - Washington Elementary earned the 2019 L.A. Top Schools Award. Washington Elementary was one of the 279 top public schools in the L.A. County to receive this award for narrowing the achievement gap for underserved students.
- 2016-2017 - Washington Elementary School showed improved student learning in both Language Arts and Mathematics as measured by the SBAC.
- Our teachers meet in professional learning communities to establish goals, develop interim assessments for our unit standards, and discuss ways in which to support students who are not meeting goals. They share research-based strategies, best practices, look at student work, and plan instruction for future learning.
- During our Data Reflection meetings, teachers and administration analyze district common assessment data to discuss meeting District proficiency target goals in English language arts and Mathematics, organized by individual student performance and subgroups. Our goal is to identify struggling students and create interventions. For those students meeting the goals, teachers discuss enrichment opportunities and differentiation opportunities, to continue their learning and development.

Mission

Washington Elementary will provide all students the necessary strategies to grow academically and instill in each student a sense of perseverance to achieve their personal goals through a rigorous and balanced curriculum. We strive to instill a sense of integrity, respect and compassion into each child and empower our students to become successful lifelong learners and productive members of society.

Vision

2025-26 School Description and Mission Statement

We, at Washington Elementary, are dedicated professionals who take an active role in the educational development of each student. Through a rigorous standards based curriculum and a focus on perseverance, we inspire our students to reach their highest potential. We diligently research the best practices in education and integrate those practices into our instructional program. We encourage our students to take responsibility for their own learning with a positive attitude. We believe our students are the leaders of tomorrow. We strive to instill a sense of integrity, respect, and compassion into each child. We proudly empower our students to become successful lifelong learners and productive members of society.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	65
Grade 2	63
Grade 3	66
Grade 4	67
Grade 5	65
Grade 6	67
Total Enrollment	492

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8
Male	49.2
Black or African American	3.5
Hispanic or Latino	96.1
White	0.4
English Learners	24
Foster Youth	1
Homeless	1.6
Migrant	0.2
Socioeconomically Disadvantaged	91.7
Students with Disabilities	14.8

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)	22	91.67	473.5	89.37	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.2	0.99	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.16	5.8	1.11	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	18	3.41	11953.1	4.28
Unknown/Incomplete/NA	1	4.16	27.1	5.11	15831.9	5.67
Total Teaching Positions	24	100	529.8	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)	21	91.3	449.1	86.9	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4	0.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.35	18.4	3.57	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	17.8	3.46	11746.9	4.23
Unknown/Incomplete/NA	1	4.35	27.3	5.3	14303.8	5.15
Total Teaching Positions	23	100	516.8	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)	21	92.55	419	82.99	230039.4	100
Intern Credential Holders Properly Assigned	0	0	9.9	1.98	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.41	20	3.98	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.1	2.79	12112.8	4.34
Unknown/Incomplete/NA	0.6	3.04	41.7	8.26	13705.8	4.91
Total Teaching Positions	22.6	100	504.9	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	1.00	1	1
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1	1

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

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

Class Assignments

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

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

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

Lynwood USD adopts instructional materials from the approved lists provided by the California Department of Education. As part of the adoption process, the district pilots potential programs with teachers to gather input and evaluate their effectiveness. This collaborative approach ensures that the instructional materials selected meet the diverse needs of our students and align with the California's content standards.

Year and month in which the data were collected

01/2025

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 - World of Wonders for Pre-K and TK, 2018 Houghton Mifflin Harcourt - Journeys CA Student Edition Set for Grades Kindergarten - 5th, 2017 SRA McGraw Hill - Study Sync: CA Student Edition for Grade 6	0
Mathematics	McGraw Hill - My Math for Pre-K and TK, 2018 Houghton Mifflin Harcourt - California Go Math for Grades Kindergarten - 6th, 2015	0
Science	McGraw Hill - Inspire Science for Pre-K and TK, 2018 McGraw Hill - CA Inspire Science for Grades Kindergarten - 6th, 2019	0
History-Social Science	Savvas Learning Company - My World Interactive for Pre-K and TK, 2019 Savvas Learning Company - My World Interactive for Grades Kindergarten - 5th, 2019 Savvas Learning Company - Ancient Civilizations for Grade 6, 2019	0

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

School Facility Conditions and Planned Improvements

This past winter break building exterior light fixtures were upgraded to LED light fixtures at entry and exit points of the campus buildings. Various classrooms are being plan to receive interior upgrade of wall & floor surfaces. The school site is planned to receive new energy efficient air condition units in the coming year at various buildings. This past summer a few HVAC units were replaced with new HVAC equipment.

Year and month of the most recent FIT report

09/21/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials			X	Instructor's cleaning product was removed and placed under lock cabinets. Appliance was removed from the room by instructor.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X	X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	48	55	31	34	47	48
Mathematics (grades 3-8 and 11)	33	41	20	23	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	259	258	99.61	0.39	54.65
Female	140	139	99.29	0.71	56.83
Male	119	119	100.00	0.00	52.10
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	250	249	99.60	0.40	54.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	50	50	100.00	0.00	20.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	176	175	99.43	0.57	54.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	29	100.00	0.00	17.24

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	259	258	99.61	0.39	41.47
Female	140	139	99.29	0.71	40.29
Male	119	119	100.00	0.00	42.86
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	250	249	99.60	0.40	40.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	50	50	100.00	0.00	14.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	176	175	99.43	0.57	36.57
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	29	100.00	0.00	17.24

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)	20.83	42.19	11.64	13.54	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	64	64	100.00	0.00	42.19
Female	36	36	100.00	0.00	33.33
Male	28	28	100.00	0.00	53.57
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	63	63	100.00	0.00	41.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	45	100.00	0.00	33.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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	66	66	65	64	65
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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

We show great pride in our family involvement at Washington Elementary School. We are excited to offer a wide variety of activities designed to strengthen the connection between families, educators, and our community.

We offer Parent Conference one-on-one meetings with teachers to allow parents to discuss their child's progress, strengths, and areas for growth. We also organize a Back to School Night and Open House for families to meet their child's teachers, tour classrooms, and learn more about the curriculum and expectations of our school.

Throughout the year, we host a variety of school-wide events to celebrate as a community. This includes events like family literacy night, family art night, Trunk-or-Treat, cultural festivals, and more. These events foster school spirit and create memorable experiences for families.

In the 2018-2019 school year, we officially established a Parent-Teacher Organization (PTO), which has served as a great source of support to improve our school and students' educational experiences. Our PTO meets monthly to plan activities and fundraisers. Each year, PTO recruits new volunteers, as well as coordinating additional events annually.

Our School Site Council (SSC) plays an important role in decision-making at the school. The SSC is a group of teachers, parents and classified employees that work in collaboration with the administration to develop, review, and evaluate school improvement programs and school budgets. The members of the site council are generally elected by their peers.

Washington Elementary has an English Language Advisory Council (ELAC) which is a committee for parents or other community members who want to advocate for English Learners. The purpose is to advise the administration, school, staff, and the School Site Council (SSC) on programs and services for English Learners.

We recently became a Community School, and we have a Community Schools Advisory Council (CSAC) for parents and other community members which meets monthly to develop a school implementation plan that focuses on the 4 pillars of community

2025-26 Opportunities for Parental Involvement

schools: Integrated student supports, Expanded and enriched learning time and opportunities, Active family and community engagement, and Collaborative leadership and practices.

In 2025-2026, we implemented a Family Book Club to strengthen family connections. Discussing books together in a social setting helps make reading a positive experience for our families.

Each year, we celebrate National Parent Involvement Day to recognize the important role that families have as partners. We work to include our students in this celebration with their families.

Coffee and Chat with the Principal is held regularly and all families are invited to attend. During this time, parents/guardians are encouraged to share suggestions and/or concerns. The principal also shares all the great programs that are taking place at school, as well as sharing information on a topic of interest for our families.

Parents make a difference at Washington. We encourage our parents to volunteer on campus and in our classrooms. We have parents that have been fingerprinted and TB tested in order to qualify to be volunteers. Parents enjoy developing a “partner” relationship with staff and students. We enjoy having the additional adults on campus. Our students are very respectful to all our volunteers.

We also gather parent input through surveys throughout the year. Our Administration organizes opportunities for parent workshops led by school staff and district partners based on the needs of our school families. We are excited to provide the additional support structures designed to teach parents how to support students academically at home and to increase their personal knowledge and skills regarding topics such as college and career readiness, technology and social media, and mathematics. We are very fortunate to have supportive and innovative resources for our parents.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	519	508	160	31.5
Female	263	259	76	29.3
Male	256	249	84	33.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	18	17	5	29.4
Filipino	--	--	--	--
Hispanic or Latino	497	488	153	31.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	126	124	38	30.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	481	470	153	32.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	93	92	33	35.9

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
0.17	0.72	1.35	2.9	3.27	2.79	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	0	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	0.76	0.00
Male	1.95	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	5.56	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.01	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	0.79	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.46	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.15	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

Washington Elementary School's school safety plan states that "we will provide a safe, orderly, and secure environment conducive to learning; we will create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm; we will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood."

Our School Safety Plan is updated yearly. The plan was updated and approved during the 2024-2025 school year. Our Safety Plan Committee reviews, edits, and makes changes to the plan as needed. Additionally, as a result of COVID-19, we align ourselves with the Los Angeles County Department of Public Health reopening protocols for TK-12 schools. The plan is then presented to the School Site Council and the Board of Education for Lynwood Unified School District for approval. Revisions are shared immediately with all members of the staff. The goal is to ensure a safe and positive school environment for students, staff and families. Additional safety measures include:

- Drills held for fire, earthquake, and/or secure campus scenarios (e.g. lockdown drill)
- Staff members trained and assigned specific responsibilities for emergency operations
- School works in collaboration with the Sheriff's Department when conducting emergency drills and training the staff.
- Washington's main entrance was reconfigured during the entire year 2020 to increase school safety.
- Perimeter fencing and security cameras
- Identification and tracking procedure for visitors who may only enter the campus through the school office
- Frequent and effective communication with district security
- School communication system such as PA, walkie talkie, in-class telephones and digital marquee

Campus monitors, teachers, and administrators supervise and monitor student activity before, during, and after school. Students are disciplined with dignity inside and outside of the classroom.

Along with the entire Lynwood School District, we have implemented the Positive Behavior Interventions and Supports (PBIS) framework. PBIS is a proactive system wide framework for creating and maintaining safe and effective learning environments in schools, and ensuring that all students have the social skills needed to ensure their success at school and beyond. The purpose of PBIS is to establish a climate in which appropriate behavior is the norm. For exhibiting positive behavior on campus, incentives are rewarded daily, weekly, monthly and quarterly to individual students. PBIS has become a wonderful part of the school culture and community.

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	24	0	4	0
1	23	0	3	0
2	21	1	2	0
3	22	1	2	0
4	26	0	2	0
5	29	0	2	0
6	26	0	3	0
Other	17	2	1	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	19	1	2	0
1	20	3	0	0
2	24	0	3	0
3	22	0	3	0
4	29	0	2	0
5	27	0	2	0
6	33	0	0	0
Other	15	2	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	
1	19	1	2	
2	23		2	
3	22		3	
4	27		2	
5	26		2	
6	34			1
Other	26		2	

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	505

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

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	10,134.17	972.03	9,162.14	116,850.57
District	N/A	N/A	5,006.89	108,606.51
Percent Difference - School Site and District	N/A	N/A	58.7	7.3
State	N/A	N/A	11,146	103,743
Percent Difference - School Site and State	N/A	N/A	-19.5	11.9

Fiscal Year 2024-25 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
- Title III - Interventions
- LCAP
- Language Proficiency Testing (ELPAC)
- Special Education Services
- Resources for Foster Youth and Homeless Students
- Common Assessment Data Compilation
- Social emotional and Mental Health Counseling and Resources
- Resources for Pregnant and Parenting Teens
- Positive Behavior Interventions and Support (PBIS)
- Assistance with Health Insurance Enrollment
- Before and After School Programs
- Academic Field Trips
- California Community Schools Partnership Program

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	\$60,886	\$62,783
Mid-Range Teacher Salary	\$92,083	\$97,783
Highest Teacher Salary	\$118,476	\$128,020
Average Principal Salary (Elementary)	\$148,791	\$160,224
Average Principal Salary (Middle)	\$150,920	\$166,992
Average Principal Salary (High)	\$167,880	\$180,971
Superintendent Salary	\$292,136	\$313,465
Percent of Budget for Teacher Salaries	26.31%	30.05%
Percent of Budget for Administrative Salaries	5.12%	5%

Professional Development

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

- Researched based professional development that supports students' needs and based on student data
- Site Administrative Training and Coaching

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. Washington teachers dedicate time each year for professional growth and our district provides support for continuing education and professional development.

Our staff also participates in Professional Development at the Site Level in the following areas:

- Restorative Practices training
- * Positive Behavior Intervention Support (PBIS)/Social Emotional Learning
 - ELD/ALD Strategies
- * Technology: Wayground, Canva, and AI
- * Swun Math Coaching
- * i-Ready Reading and Math
- * Visual Thinking Strategies training
- * Arts Integration Training
- * Teacher led workshops

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	182	185	185