

# Wilson 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

<b>School Name</b>	Wilson Elementary School
<b>Street</b>	11700 School Street
<b>City, State, Zip</b>	Lynwood, CA 90262
<b>Phone Number</b>	1 (310) 603 - 1525
<b>Principal</b>	Trionne Magee
<b>Email Address</b>	<a href="mailto:tmagee@mylUSD.org">tmagee@mylUSD.org</a>
<b>School Website</b>	<a href="http://wilson.mylUSD.org">http://wilson.mylUSD.org</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	19647746020317

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

### School Vision and Mission Statement

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

- people of great character who inspire and lead by example
- the instilling of courage to be creative
- the transformative uses of technology

## 2025-26 School Description and Mission Statement

- safe and clean environments
- the inclusion of all voices in our community through equity, access, and justice

### The Vision Statement of Wilson Elementary School

Wilson Elementary School is a positive, inclusive, safe, and nurturing environment that inspires collaborative thinkers. Our stakeholders are influential role models who encourage students to pursue their highest academic and personal aspirations. At Wilson, students develop digital competence, strong social-emotional character, and are prepared for challenges in a global society.

At Wilson Elementary School, we treat each other with respect, take responsibility for our learning, and show kindness to others by modeling the following behavior expectations:

R ~ Respect

O ~ Optimism

A ~ Achievement

R ~ Responsibility

S ~ Safety

Every Wilson Wildcat ROARS!

Wilson Elementary School is proud to be home to a dedicated and highly skilled team of teachers and staff who are committed to the success of every student. The administration seeks to build upon an already strong culture of collaboration among educators while continually enhancing the quality of instruction to support ongoing student growth. Teachers at Wilson work collaboratively to design effective lessons and instructional strategies that ensure all students meet grade-level standards across classrooms. Our school prioritizes rigorous, student-centered, and hands-on learning experiences, thoughtfully integrated with technology and supported by Academic Language and English Language Development strategies that are evident throughout the school.

At Wilson Elementary, students are encouraged to take an active role in their learning, while faculty members provide meaningful support and foster personal growth. As a five-time PBIS Platinum Award-winning school, Wilson recognizes and mentors students for consistently demonstrating positive behaviors. Students are explicitly taught and expected to model the core values of Respect, Optimism, Achievement, Responsibility, and Safety. Every staff member plays an essential role in promoting positive behavior and providing timely interventions when needed. Wilson offers rigorous and engaging programs within a supportive and nurturing environment, ensuring that each student receives the care and attention they deserve. By upholding high standards of character, commitment, and achievement, Wilson Elementary empowers students to think critically, tackle challenges creatively, and act with integrity.

Wilson Elementary School has been, is, and will continue to be a uniquely exceptional educational institution. The heart of our school lies in the people who walk through its doors each day—our dedicated staff, students, and families. Wilson Elementary is a vibrant and diverse community that fosters both personal and academic growth, and we remain committed to continually strengthening a culture in which every stakeholder feels a strong sense of pride and belonging as a valued member of the Wilson Elementary School community.

Trionne Magee, MS Ed.  
Principal, Wilson Elementary School

# About this School

## 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	60
Grade 2	67
Grade 3	72
Grade 4	75
Grade 5	82
Grade 6	76
<b>Total Enrollment</b>	<b>499</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.7
Male	55.3
Asian	0.2
Black or African American	2.8
Filipino	0.2
Hispanic or Latino	95.6
White	1.2
English Learners	39.1
Foster Youth	1.2
Homeless	2
Migrant	0.4
Socioeconomically Disadvantaged	92.2
Students with Disabilities	32.5

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20	80.06	473.5	89.37	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	5.2	0.99	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	5.8	1.11	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3	11.96	18	3.41	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	2	7.97	27.1	5.11	15831.9	5.67
<b>Total Teaching Positions</b>	25	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18	75	449.1	86.9	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	4	0.77	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	8.33	18.4	3.57	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	4.17	17.8	3.46	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	3	12.5	27.3	5.3	14303.8	5.15
<b>Total Teaching Positions</b>	24	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20	80.58	419	82.99	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	9.9	1.98	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	4.03	20	3.98	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	14.1	2.79	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	3.8	15.43	41.7	8.26	13705.8	4.91
<b>Total Teaching Positions</b>	24.8	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
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	2	1
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	2	1

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	3.00	1	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	3.00	1	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	8.3	4.1
<b>No credential, permit or authorization to teach</b> (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
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	McGraw Hill - My Math for Pre-K and TK, 2018 Houghton Mifflin Harcourt - California Go Math for Grades Kindergarten - 6th, 2015	0
<b>Science</b>	McGraw Hill - Inspire Science for Pre-K and TK, 2018 McGraw Hill - CA Inspire Science for Grades Kindergarten - 6th, 2019	0
<b>History-Social Science</b>	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
<b>Visual and Performing Arts</b>	P.S. Arts & Conga Kids	0

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

## School Facility Conditions and Planned Improvements

The site is being maintain and kept in a good clean conditions. The District removed approximately 3 outdated classroom trailers to provide more playground space to the campus. The school site is in the planning phase to receive new energy efficient air condition equipment at various buildings of the campus. The 1st phase of HVAC units have replaced on campus.

**Year and month of the most recent FIT report**

11/20/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Campus of interior classrooms are ready for a fresh coat of paint. This work to be planned and phased when students are on break.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		Infrastructure of the main exterior electrical boxes are needing to be replaced and will require coordination of the utility company to shut systems down.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Asphalt is cracking at various location on playground area. District sealed the asphalt and reinstalled new game lines. Recommend to replace with new asphalt and regrade areas.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

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

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

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

### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	22	27	31	34	47	48
<b>Mathematics</b> (grades 3-8 and 11)	20	19	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	307	294	95.77	4.23	27.21
Female	127	121	95.28	4.72	33.06
Male	180	173	96.11	3.89	23.12
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	292	282	96.58	3.42	26.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	105	100	95.24	4.76	8.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	220	209	95.00	5.00	27.27
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	127	120	94.49	5.51	6.67

## 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
<b>All Students</b>	307	295	96.09	3.91	19.32
<b>Female</b>	127	123	96.85	3.15	16.26
<b>Male</b>	180	172	95.56	4.44	21.51
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	292	282	96.58	3.42	18.79
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	105	101	96.19	3.81	3.96
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	220	208	94.55	5.45	17.79
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	127	120	94.49	5.51	4.17

## 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
<b>Science</b> (grades 5, 8 and high school)	19.72	15.38	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	84	78	92.86	7.14	15.38
Female	31	29	93.55	6.45	13.79
Male	53	49	92.45	7.55	16.33
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	83	77	92.77	7.23	15.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	26	24	92.31	7.69	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	59	92.19	7.81	15.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	34	97.14	2.86	0.00

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.8	94.1	95.3	94.1	89.4

## 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

At Wilson Elementary, parents and community members play a vital role in supporting our educational programs. Beyond daily parent-teacher interactions, parents have the opportunity to actively participate in school activities by serving on councils such as the School Site Council, the English Learner Advisory Council, the Community Schools Advisory Council, and the Wilson Parent Teacher Organization (PTO), as well as volunteering on campus. To keep parents informed and engaged, we utilize ParentSquare, our school website, and social media platforms like Facebook, Instagram, and YouTube. These tools ensure parents are involved in events such as Student of the Month celebrations, Reclassification Recognition, Quarterly Awards, and student performances.

Important information and updates about Wilson events are shared through flyers, Aeries Communication, ParentSquare, Facebook, and our school website at [wilson.mylusd.org](http://wilson.mylusd.org). Additionally, Wilson Elementary. This year, we partnered with St. Francis Medical Center and Southern California Crossroads to offer a variety of parent training sessions and workshops covering academic support, technology, exercise, nutrition, and physical and mental health. In addition, our Literacy coach has hosted literacy workshops for parents and families to promote literacy practices at home and to improve reading outcomes for Wilson students.

Wilson is proud to be a Community School. Wilson has a Community Schools Case Manager on staff to work with parents and community members, providing integrated support and promoting family and community engagement. Wilson Elementary also has an on-campus Parent Center. The Parent Center is a space where parents can meet, use the computer to access the parent portal, and browse educational websites. The parent center also has a variety of printed resources available for parents and families.

GOAL 4 of the Wilson Elementary School Single Plan for Student Achievement (SPSA) is to increase opportunities for Parental Involvement. At Wilson Elementary School, families, staff, and students will have opportunities to serve in a variety of leadership roles and be provided with learning and involvement opportunities that build the parents' capacity to promote and support their students' academic achievement.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	536	525	185	35.2
Female	236	233	86	36.9
Male	300	292	99	33.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	15	14	5	35.7
Filipino	--	--	--	--
Hispanic or Latino	512	502	178	35.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	213	210	66	31.4
Foster Youth	12	11	2	18.2
Homeless	--	--	--	--
Socioeconomically Disadvantaged	500	491	178	36.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	196	190	75	39.5

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
1.8	0.53	1.31	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	1.31	0.00
Female	0.42	0.00
Male	2.00	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	6.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.17	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	1.41	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.40	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.55	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

### Comprehensive School Safety Plan

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The Comprehensive School Safety Plan at Wilson Elementary is reviewed, revised, and approved annually by the School Site Council and a Local Law Enforcement official, with the most recent revision completed on February 6, 2025, and approved by the Lynwood Unified School District Board of Education on February 22, 2025. Updates are shared with staff and the community to ensure transparency and awareness. The plan addresses key elements, including:

1. Child abuse reporting procedures
2. Teacher notification of dangerous pupil procedures
3. Disaster and emergency response protocols
4. Safe entrance and exit procedures
5. Sexual harassment policy
6. Suspension and expulsion policies
7. Dress code guidelines
8. Discipline policies
9. Bullying prevention policies and procedures

The school's disaster preparedness plan provides detailed steps to ensure the safety of students and staff during emergencies. To strengthen emergency readiness, fire and disaster drills are held monthly throughout the school year.

The safety of students and staff is a primary concern of Wilson Elementary School. Administrators and teachers regularly monitor the campus. Wilson Elementary School is a closed campus however, parents and community members may visit the campus during school hours. Anyone wishing to enter school grounds during operating hours must check in in the front office. All visitors must provide an ID and are screened using the Raptor Visitor Maintenance System.

To ensure the safety of all students traveling to and from school, the Principal and school staff focus on the following measures:

1. **\*\*Safe Route Planning\*\***:

The Principal, Campus Monitors, and Parent Volunteers regularly assess the surrounding community to recommend safe routes by considering:

- Busy streets and major thoroughfares used by students, parents, and staff.
- Designated pedestrian crosswalks within the school community.
- Signalized intersections near the school and within school attendance areas.
- Potential danger zones such as busy shopping areas, businesses, hospitals, narrow alleyways, and streets with limited visibility.
- The safest thoroughfares and recommended routes for travel to and from school.

2. **\*\*Campus Supervision\*\***:

Campus monitors and administrators are positioned around the school property to address any unsafe, irresponsible, or inappropriate behavior.

3. **\*\*Student Supervision\*\***:

Students are supervised at all times while on campus and as they enter and exit the school campus.

4. **\*\*Collaboration with Public Safety Departments\*\***:

The school collaborates with the District Campus Safety Department, the Los Angeles County Sheriff's Department, and the City of Lynwood public service departments to review and discuss safety recommendations.

5. **\*\*Student Accountability\*\***:

Students are held accountable for their behavior on the way to school, during school, at school activities, and on the way home. Those who violate safety procedures or display inappropriate behavior are subject to interventions and discipline in accordance with Education Code 48900. Wilson Uses Positive Behavior Interventions and Supports to influence positive student behavior.

## 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	21	1	2	0
1	22	1	2	0
2	21	1	2	0
3	18	4	0	0
4	24	1	2	0
5	30	0	2	0
6	25	1	2	0
Other	13	3	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	27	0	2	0
1	21	1	2	0
2	25	1	2	0
3	22	1	2	0
4	31	0	2	0
5	23	1	2	0
6	25	1	2	0
Other	15	4	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
<b>K</b>	16	3		
<b>1</b>	26		2	
<b>2</b>	26		2	
<b>3</b>	23	1	2	
<b>4</b>	22	1	2	
<b>5</b>	24	1	2	
<b>6</b>	23	1	2	
<b>Other</b>	13	4		

## 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
<b>Pupils to Academic Counselor</b>	0

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	5

## 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	8,056.16	891.67	7,164.49	118,986.79
District	N/A	N/A	5,006.89	108,606.51
Percent Difference - School Site and District	N/A	N/A	35.5	9.1
State	N/A	N/A	11,146	103,743
Percent Difference - School Site and State	N/A	N/A	-43.5	13.7

## Fiscal Year 2024-25 Types of Services Funded

The Lynwood Unified School District is dedicated to achieving academic excellence by offering a broad range of learning opportunities to support all students in reaching their academic goals. The district provides a variety of academic programs and socio-emotional services, including:

- **Title I**: Supplemental materials, interventions, and parental involvement opportunities for at promise students.
- **Title III**: Support for Multilingual Learners, including supplemental materials, interventions, and parental involvement opportunities.
- **LCAP Funding**: Enrichment and intervention programs.
- **Language Proficiency Testing**: ELPAC assessments.
- **Special Education**: Comprehensive services and resources.
- **Resources for Foster Youth and Homeless Students**: Targeted support to meet unique needs.
- **Data Analysis**: Common assessment data compilation to guide instruction.
- **Socio-emotional Learning (SEL)**: Mental health counseling and SEL resources.
- **Coaching Support**: Literacy, Math, and Swun Math coaching.
- **Community Schools**: Integrated services, professional development, and family and community engagement.
- **Positive Behavior Interventions and Supports (PBIS)**: Promoting positive student behavior.
- **Think Together**: After-school programs.
- **Academic Field Trips**: Expanding learning beyond the classroom.
- **Extended Learning Opportunities**: Additional academic support outside regular school hours.
- **Visual and Performing Arts**: Enhancing creativity and artistic expression.
- **Physical Education**: Encouraging health and fitness.

These programs reflect the district's commitment to creating a supportive and enriching environment that fosters both academic achievement and personal growth for all students.

## 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

At Wilson Elementary School, teachers actively engage in continuous improvement by participating in a variety of professional development opportunities aimed at enhancing their teaching skills and expanding their content knowledge. As part of the district's multi-year professional development plan, the school is committed to ongoing education and professional growth for all staff. This plan includes comprehensive training for coaches, administrators, teachers, and staff, focusing on:

- **Professional Development in ELA, ELD, and Mathematics**
- **Instructional Coach Training**
- **Site Administrative Training and Coaching**
- **Culturally and Linguistically Responsive Teaching and Learning**
- **Social-Emotional Learning (SEL)**
- **Positive Behavior Intervention Support (PBIS) Training**
- **Technology Training**: iReady, Summit K12, Wayground, Reflex Math
- **Special Education**
- **Arts Strategic Planning**
- **Swun Math Coaching**

Teachers and staff are dedicated to continuously improving instructional practices and achieving positive academic outcomes for students. Professional development is guided by student and staff needs identified through district and site surveys, formative and summative assessments (e.g., district benchmarks, ELPAC, SBAC data), PBIS surveys, student discipline data, and self-assessment inventories.

### Key Focus Areas:

#### 1. Mathematics:

Teachers in grades Kindergarten - 6th receive Swun Math professional development and coaching to supplement core math instruction and enhance student achievement.

#### 2. English Language Arts and Reading:

Teachers and site leaders are trained in SIPPS Reading intervention strategies to provide targeted support for students not reading at grade level, as identified by data. In addition, all teachers received professional development in the foundations of reading focusing on foundational reading skills and small group instruction. This year, teachers also received training on using the I-Ready platform to assess and provide targeted instruction and interventions for students in both Reading and Mathematics.

#### 3. Instructional Feedback:

Site administrators monitor instructional practices using Platinum Ticket lesson designs, providing feedback and support based

## Professional Development

on assessment data and classroom observations.

#### 4. **Customized Workshops**:

Teachers participate in workshops aligned with their interests and needs during pupil-free professional development days, including the Summer Institute and quarterly training sessions.

#### 5. **PBIS and SEL**:

The PBIS Site Team, comprising administrators, teachers, and support staff, attends quarterly training provided by the Los Angeles County Office of Education and district personnel. The team then delivers professional development on Positive Behavior Interventions, Tiered Interventions, and Social-Emotional Learning (SEL) strategies to promote positive behavior. These trainings align with the LCAP and the Single Plan for Student Achievement (SPSA) to support school culture and student well-being.

Through these professional development efforts, Wilson Elementary ensures that teachers and staff are equipped to provide high-quality instruction, foster a positive school culture, and support the academic, social, and emotional growth of all students.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	182 days	182 days	182 dyas