Wilson Elementary School

11700 School Street. • Lynwood, CA 90262 • 1 (310) 603 - 1525 • Grades K-6
Raymond J. Schmidt, Principal
rjschmidt@mylusd.org
https://wilson-lynwoodusd-ca.schoolloop.com

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Lynwood Unified School District
11321 Bullis Road
Lynwood, CA 90262
1 (310) 886 - 1600
http://www.lynwood.k12.ca.us

District Governing Board

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Assistant Superintendent
Educational Services

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Assistant Superintendent
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Chief Business Official

Patrick Gittisriboongul, Ed.D.
Chief Technology Officer

School Description

School Vision and Mission Statement

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The mission of Woodrow Wilson Elementary School is aligned to the mission statement of Lynwood Unified School District. In 2011, LUSD formed a strategic team composed of parents, teachers, alumnae, administrators and city representatives.

The Mission of Woodrow Wilson Elementary School is to prepare every student for success. As a school site our mission is to prepare all students to become college and career ready. Wilson Elementary will be a community of learners that have the foundations and tools to be successful in all relevant, challenging, and innovative educational opportunities. Woodrow Wilson Elementary School's stakeholders are committed to providing an engaging education that promotes academic success.

Supporting the mission of Woodrow Wilson Elementary School are the following objectives:

• Annually, every student will improve on the Smarter Balanced Assessment Consortium (SBAC) in Language Arts and Math.
• Annually, every student will participate in setting and achieving personal educational and career goals.
• All students will understand and consistently demonstrate the core values and positive behaviors necessary to become responsible citizens.

Statement of Purpose:

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

Behavior Expectations:

Every Wilson Wildcat ROARS!

R ˜ Respects

O ˜ Optimism

A ˜ Achievement

R ˜ Responsibility

S ˜ Safety

Principal's Message

Greetings Students, Parents, and Community Stakeholders:

As your Principal, I am extremely grateful to be part of the Wilson Elementary Wildcat family. I am thrilled to be the educational leader of such a student-centered school. Wilson Elementary School has dedicated and talented teachers who are motivated to help each and every student succeed. This is clearly evident when one looks at the Common Assessments scores that continue to improve. One of my goals is to support and promote the established foundation of collaboration between teachers, and further cultivate the highest degree of education for every student, ensuring continued growth. Our teachers will continue to work in their collaborative teams to develop the most effective teaching strategies to ensure students are truly grasping the critical concepts of the Common Core curriculum in every classroom. Rigorous, student-centered, hands-on instruction enhanced by Blended Learning technology and ALD / ELD streamlined strategies within the 50 / 50 instructional approach is also evident in every classroom in our school.

We believe that our progressive instruction should help students develop intellectual abilities and interests, social awareness, personal competencies, as well as a code of ethics. Hence, students explore subject matters from a variety of platforms. Our high-quality instruction guided by the Common Assessments provides a balance between gaining a solid knowledge and learning foundation, exploring a wide range of inter-connected subjects, and obtaining needed skills for success in middle school, high school, college, and careers. Our instruction is designed to provide students with a wide range of opportunities and experiences, expanding their neurological capacity for life.

Expanding beyond just knowledge and facts, we emphasize deeper understanding and connections, as well as learning how to learn. As students begin to take more responsibility for their own learning, the faculty members remain supportive and nurture personal growth. Teachers work to build explicit links between subjects, with a theme-based approach, in order to deepen students' understanding of the world in which they live and to enable students to ask higher-level thinking questions. Our hope is to engender students' sense of wonder and possibility and develop a belief in every student that they are a powerful learner. Wilson Elementary School is a vibrant and diverse community, promoting personal and intellectual growth. We provide challenging, engaging programs in a nurturing learning environment, devoting care and attention to every student. Embracing high standards of character, commitment, and achievement, Wilson Elementary School encourages students to think critically and creatively and to act ethically.

We are fortunate to have a strong community at Wilson Elementary School. There are numerous ways for students and parents to stay involved. I am overwhelmed by the amount of support and pride I see everyday from our amazing students, parents and the community. I am acutely aware of all the hard work the team has done over the past many years to establish and improve the school environment and am so proud to call myself a Wildcat. I firmly believe in open and meaningful communication between school and home. My door is always open so please take the time to stop by and say hello.

Wilson Elementary School is, has been, and will continue to be a uniquely exceptional educational institution. I am extremely pleased to be a part of this truly special organization as your Principal and leader. I am honored and humbled to serve this community at Wilson Elementary School. We will continue to work hard to make the Wilson Elementary School experience a tremendous one. The heart of any school begins and ends with the people who enter it every day, from the staff, to the students, and their families. I will work to build a community where each and every stakeholder is filled with a sense of pride as a contributing member of Wilson Elementary School.

Sincerely,
Raymond J. Schmidt, MS Ed.
Principal, Wilson Elementary School

Major Achievements

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• Wilson Elementary School is recognized by the State of California as a Gold Ribbon School and a AAA Award Winning School.
• Wilson Elementary School is recognized by Positive Behavior Interventions and Supports as a Bronze Award Winning School.
• Wilson Elementary School staff work diligently to increase the achievement of our subgroups, such as Students with Disabilities and English Learners, by providing more support through additional small group instruction and interventions. As a school, all teachers strive to prepare our students to be career or college ready in the future.

Focus for Improvement

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• During 2016-2017 school year, we will continue to focus on increasing student achievement. After analyzing our data, we see a need to provide additional support to ensure students have mastered basic skills in all grade levels, particularly in math fluency and reading comprehension. In collaboration with the Leadership Team and School Site Council, we have planned specific interventions to address our students' needs.

- In response to language arts, we will implement a district-adopted instructional model. Our administration will provide feedback, coaching, and professional development whenever needed.
- Math skills will be reinforced in using the district adopted instructional model. The Mathletics software has been implemented during small group instruction to provide further math support. This coming year, we intend to surpass target goals.
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About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	83
Grade 1	100
Grade 2	105
Grade 3	102
Grade 4	104
Grade 5	106
Grade 6	106
Total Enrollment	706

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.1
Asian	0.3
Filipino	0
Hispanic or Latino	94.9
Native Hawaiian or Pacific Islander	0
White	2.1
Two or More Races	0
Socioeconomically Disadvantaged	92.9
English Learners	47.2
Students with Disabilities	20.5
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Wilson Elementary School	15-16	16-17	17-18
With Full Credential	34	32	32
Without Full Credential	3	2	3
Teaching Outside Subject Area of Competence	0	0	0
Lynwood Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Wilson Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

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

Textbooks and Instructional Materials Year and month in which data were collected: 12/2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Open Court Anthology English/Language Arts 2002 Holt Literature & Language Arts English/Language Arts 2003 Corrective Reading Decoding - Level C/English/Language Arts 2007 Spelling Through Morphographs-Level C English/Language Arts 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Houghton Mifflin Harcourt, Go Math, 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	CA Science Science 2008 Focus on Earth Science, CA Edition Science 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	History-Social Science for CA Social Studies 2006 World History-Ancient Civilizations Social Studies 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	P.S. Arts & Conga Kids **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Wilson Elementary School was built in 1935. After its original construction seven additional classrooms and modular classrooms have been added. In 2004, Wilson added a new structure that consists of eight classrooms, teacher work rooms, library and a computer lab. In 2013, the campus received a face-lift through painting the entire school, resurfacing the playground and parking lot, and the removal of an old structure.

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

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

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/05/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Wall finishes damaged in classroom, wall repairs completed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Light bulbs burned out in some classrooms. Light bulbs replaced.
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 Rating	**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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

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

2016-17 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**				
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	30	33	32	33	48	48
Math	20	22	20	22	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	29	39	38	35	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	25.2	24.3	11.2

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	103	101	98.1	38.6
Male	50	49	98.0	38.8
Female	53	52	98.1	38.5
Hispanic or Latino	99	97	98.0	40.2
Socioeconomically Disadvantaged	97	96	99.0	37.5
English Learners	42	40	95.2	25.0
Students with Disabilities	27	27	100.0	37.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	420	414	98.57	33.33
Male	216	211	97.69	27.96
Female	204	203	99.51	38.92
Black or African American	12	12	100	8.33
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	395	390	98.73	33.85
White	--	--	--	--
Socioeconomically Disadvantaged	385	380	98.7	32.37
English Learners	264	260	98.48	31.54
Students with Disabilities	127	125	98.43	18.4
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	420	415	98.81	21.69
Male	216	212	98.15	20.28
Female	204	203	99.51	23.15
Black or African American	12	12	100	8.33
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	395	391	98.99	21.74
White	--	--	--	--
Socioeconomically Disadvantaged	385	380	98.7	20.79
English Learners	264	261	98.86	18.77
Students with Disabilities	127	124	97.64	6.45
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

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

Opportunities for Parental Involvement (School Year 2017-18)
Parents and the community are very supportive of the educational programs at Wilson Elementary. In addition to well established and active daily Parent-Teacher relationships, parents volunteer time in the classrooms and at school events. The school offers a variety of Parent Training including Rocket Learning, computer classes, exercise, nutrition, and health classes. Wilson utilizes classroom teachers, parents, district personnel, Rocket Learning, and St. Francis services to provide training for the parents and community members.

The parents have an established parent center. The parent center is used to operate fundraisers, provide incentive parties for student of the month, perfect attendance and other student recognition, and provide services for teachers.

Woodrow Wilson Elementary School Parent Involvement Policy (SPSA Cultivated & Adopted)

Support for Student Learning: Linkages to Family Schools and Community Resources - Compliance Item I-CE 2

DEVELOPMENT OF THE PARENT INVOLVEMENT SCHOOL SITE PLAN/POLICY
In support of strengthening student academic achievement, schools that receive Title I, Part A (Title I) funds develop jointly with, agree on with, and distribute to, parents of Title I participant children a School Site Parental Involvement Plan/Policy that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The school's school-parent compact is incorporated into the School Parent Involvement Policy/Plan.

GOAL: PARENT INVOLVEMENT
Family, staff, and students will have opportunities to serve in a variety of leadership roles, will have learning and involvement opportunities provided which build the families' capacity to promote and support their students' achievement of academic standards at the High School, and will have a safe, positive learning environment that promotes tolerance and respect, builds the capacity for resilience, and fosters the development of personal, social, and academic responsibility.

Parent / Caregiver Responsibilities

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

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

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
Comprehensive School Safety Plan

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The school safety plan is revised at minimum every spring by the School Site Council (most recent revision 12/5/2016): revisions are shared immediately with all members of the staff. The key elements outlined within the plan include: 1) child abuse reporting procedures; 2) teacher notification of dangerous pupils procedures; 3) disaster response procedures; 4) procedures for safe entrance and exit from school; 5) sexual harassment policy: 6) suspension and expulsion policies; 7) dress code; 8) discipline policies. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

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

Safe Ingress and Egress from School Procedures

Visitors on Campus

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

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

Monitoring Student Safety and Behavior to and from School

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

1. The Principal and Campus Monitors and Parent Volunteers will survey the surrounding community to determine and recommend safe routes to and from school by doing the following:
a. Consideration of busy streets and major thoroughfares that are used by students, parents, and staff as they proceed to and from school.
b. Consideration of designated pedestrian crosswalks in the school community.
c. Consideration of busy signal cross streets adjacent to school and school attendance areas.
d. Consideration of danger zones including busy shopping areas, businesses, hospitals, narrow alleyways, streets with limited visibility to approaching traffic, etc.
e. Consideration of the safest thoroughfares and/or recommended routes to and from school.
2. Campus supervisors and administrators are stationed around the school property to address any unsafe, irresponsible, and/or inappropriate behavior.
3. Students are supervised as they access the school property as well as when they exit the campus.
4. Conducting a student safety assembly to establish safety standards for most dependable routes to and from school.
5. Utilizing Sheriff's Department or City of Lynwood public service departments to discuss safety recommendations.
6. Students are held accountable for their behavior on their way to school, while they attend school or a school activity, and on their way home from school. Students who violate safe procedures or exhibit inappropriate behavior are subject to the appropriate interventions and discipline in accordance to Education Code 48900.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.1	0.1	0.4
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	2.5	3.4	3.5
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		17
Percent of Schools Currently in Program Improvement		89.5

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.25
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Nurse	1.0
Speech/Language/Hearing Specialist	1.5
Resource Specialist	1.0
Other	18
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)											
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	21	21	19	1	1	2	4	4	3			
1	24	24	25				4	4	4			
2	24	24	22			1	3	3	4			
3	22	22	24	1	1	1	4	4	3			
4	25	25	25	1	1	1	3	3	3			
5	24	24	26	1	1	1	3	3	3			
6	22	22	21	2	2	2	1	1	3	1	1	
Other	14	14		1	1							

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

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

- Curriculum Alignment Institutes
- Researched based professional development that supports students' needs and based on student data
- Instructional Coach Training
- Site Administrative Training and Coaching
- Summer Strategies Training and Practicum (with ELD/Academic Language Development for English Learners) outlined throughout the year
- Professional development for teachers & administrators on instruction in Standard English for African American students which includes follow up work with teachers and students
- Google Support (Technology Services)

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

Through an intensive curriculum alignment process Woodrow Wilson Elementary School, has ensured all instruction and materials are aligned to the essential content standards in an effort to support all students' ability to graduate college and be career ready. During the curriculum alignment process the district in collaboration with school sites, revised and published electronically the district Essential Standards Pacing Guide, K-12 for all core subject areas, and school site Target Standards Matrices. The curriculum alignment process created goals, objectives and actions that will lead to the implementation of an articulated plan throughout the district using State Common Core Standards. Thus, Woodrow Wilson Elementary School's plan is aligned with the district's plan and is being implemented school-wide.

All students have access to appropriate grade level CDE Board of Education adopted core materials and additional resources for students who participate in Special Education and English Leaner programs. In addition, during the 2014 -15 school year, all schools were Williams' compliant. Woodrow Wilson Elementary School works diligently to maintain compliance.

Every Woodrow Wilson Elementary School teacher including SDC and RSP teachers attended a five-day LUSD institute to develop standards-based benchmarks for their respective grade level. In the summer of 2014, teachers attended training to help support English Learners and other students with ELD / Formal Academic English; the focus during the training was closing the achievement gap for our strategic subgroups. In the summer of 2013, teachers attended training on how to implement writing and morphing to the Common Core Standards. Last summer, teachers attended training on how to implement Math effectively. The Instructional Lead participates in coaches' training and conducts daily classroom coaching, modeling, and provides support to teachers based on data as well as provides follow-up professional development based on data to grade levels and staff on a weekly basis. The principal and instructional lead work with teachers to develop a multi-year professional development plan that supports students' needs and is based on student data. The Instructional Lead participates in on-going training to support the English Language Arts (ELA) and Mathematics curriculum. The Administrator participates in on-going training in the implementation of the Language Arts Curriculum, Mathematics Curriculum, and the essential elements of coaching.

Teachers attended Summer Institutes to help support English Learners and other students in closing the achievement gap. RTI intervention / acceleration plans, stemming from the common assessment data for English learners (EL) students with disabilities (SWD), and other strategic subgroups, are used to provide students with 45 minutes of intervention during the school day to raise academic achievement. Wilson provides intensive students, including EL and SWD, with strategic interventions during the day and an extended day intervention class. The administrator and coach monitor implementation of the 50/50 instructional model (half of the period in a heterogeneous whole group and half in small homogeneous leveled groups for targeted instruction) and implementation of the Mathematics curriculum. The administrator created a master schedule that is based on student needs and aligned to state

frameworks. The administrator and coach work with the teachers to create a system of tiered interventions based on research-based practices using data to assess effectiveness and to determine student placement.

Woodrow Wilson Elementary School teachers received training during the Summer Institutes to help support English Language Learners and underachieving students. RTI / acceleration plans, developed in response to the common assessment data, was an integral part of the training and will specifically address our English Language Learners, Students with Disabilities, and gifted students. All students will receive ELD / ALD instruction for 45 minutes, every day. Teachers will also implement the 50/50 instructional model (half of the period in a heterogeneous whole group and half in small homogeneous leveled groups for targeted instruction) and implement the Math curriculum using hands on materials. The master schedule at Wilson will be based on student needs and aligned to state frameworks. The implementation of the 50/50 model and math curriculum will be monitored by the use of consistent and on-going classroom observations, data reflections, and coaching support.

Wilson Elementary School uses restricted categorical funding to help close the achievement gap for underperforming students through supplemental support services. The supplemental support services available to students vary from in class support, to differentiated instructional needs, to implementation of the 50/50 Instructional Plan needs, to the implementation of the ALD/ELD Differentiated Instruction Rotations needs.

Currently, LUSD is in the process of developing a GATE plan by working with parents, teachers and administrators that better meets the needs of the community and is aligned to CDE's GATE standards and guidelines. This committee will make recommendations to the board to develop an identification process based on CDE recommended assessments.

In order to fully implement the English Language Arts Curriculum, we have coordinated our Federal and State funds to support English Learners, Students with Disabilities, African Americans, and our other strategic subgroups.

At Woodrow Wilson Elementary School, we are focusing our efforts on Language Arts and Mathematics with an emphasis on our strategic subgroups-English Learners and Students with Disabilities. The teachers, instructional lead, RSP Teacher, and administrator participated in the Curriculum Alignment Institutes. As a result, Woodrow Wilson Elementary School has implemented the 50/50 instructional model in English Language Arts and the Math model adopted by the district. During Language Arts, students receive instruction in whole group and small group. During small group students are targeted to receive guided reading at their level. During Math, students receive daily instruction in fluency, whole group, and small group.

The Curriculum Alignment Institutes also trained teachers to develop an intervention plan to deliver differentiated instruction for at least 45 minutes daily. At this time students receive either English Language Development or Academic Language Development. Students receiving ALD are grouped according to Language Arts ability levels. Our GATE students including Challenge students participate in extended learning time; such as, literature circles and writing classes. The students that are Intensive and Strategic receive review and preview of the Language Arts curriculum. Students that are Benchmark receive targeted instruction to raise their academic achievement.

During the 2014-15 school year, we received additional funding as result of the Local Control Funding Formula (LCFF). The Local Control and Accountability Plan (LCAP) provided funding for our Instructional Lead, Testing Assistant, and Library / Media Assistant. Funds were also provided for intervention and field trips.

The students that are scoring Strategic and Intensive on the Benchmark assessments receive additional support through attending intervention funded by LCFF and the use of instructional materials purchased with Title I funding. Students also receive support from the library / media assistant, testing assistant, and computer lab assistant in the classroom, the library and computer lab. As a result of our program improvement status from 2012 - 2013, students are eligible to receive supplemental educational services through outside tutoring providers.

English Learner students are supported by Title III funds as well. These funds are used to purchase instructional materials that supplement the core.

Third, fourth, and fifth grade English Learners that are having difficulty re-designating as fluent English proficient are supported in after school intervention and differentiated instruction in the classroom, library, and computer labs working with small groups at the direction of the teacher.

The teachers developed three site assessments and the district developed two district common assessments for grades K-6 in language arts and math. These assessments will be administered approximately every six weeks. After administration, the teachers will disaggregate the data by student subgroups; noting which students are, challenge, benchmark, strategic, or intensive and what subgroup the students are in. The Principal and Instructional Lead will facilitate data reflection sessions for each grade level. At the reflection sessions, teachers will identify which students need intervention and support by strand; and then work with the grade level team members to develop an intervention plan. The Principal and Instructional Lead will assist teachers with strategies to re-teach the standards that students struggled with and need additional support in. During the reflection sessions, teachers will track students' progress on the assessments. Students that continue to struggle after given support and intervention will be identified so that teachers can work with those students on an individual basis to raise achievement.

Teachers will administer assessments in the classroom on a weekly basis to check for understanding. Teachers will then meet with their grade level to develop a support plan for the upcoming week. At this time, teachers will monitor the progress of ALD / ELD groups and the small groups.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,603	$48,522
Mid-Range Teacher Salary	$79,532	$75,065
Highest Teacher Salary	$92,627	$94,688
Average Principal Salary (ES)	$109,493	$119,876
Average Principal Salary (MS)	$111,064	$126,749
Average Principal Salary (HS)	$123,583	$135,830
Superintendent Salary	$231,678	$232,390
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	6%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	3,968	182	3,786	69,771.79
District	♦	♦	4,564	$77,992
State	♦	♦	$6,574	$77,824
Percent Difference: School Site/District			-17.0	-10.5
Percent Difference: School Site/ State			-42.4	-10.3

* Cells with ♦ do not require data.

Types of Services Funded

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

- Title I
- Migrant Education
- SES Tutoring
- Title III - Interventions
- LCAP
- Language Proficiency Testing (CELDT)
- AVID
- Special Education Services
- Resources for Foster Youth and Homeless Students
- Common Assessment Data Compilation
- Socio-emotional and Mental Health Counseling and Resources
- Resources for Pregnant and Parenting Teens
- Positive Behavior and Support (PBIS)
- Assistance with Health Insurance Enrollment
- Afterschool Programs
- Academic Field Trips

DataQuest

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

Internet Access

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