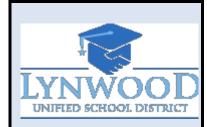# Roosevelt Elementary School

10835 Mallison Avenue. • Lynwood, CA 90262 • (310) 603-1511 • Grades K-6
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http://roosevelt.lynwood.k12.ca.us/

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Lynwood Unified School District
11321 Bullis Road
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Assistant Superintendent Educational Services

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Principal's Message

In accordance with Proposition 98, every school in California is required to issue an annual Accountability Report Card. As the principal of Roosevelt Elementary, I welcome this opportunity to share this information with you. Roosevelt Elementary has an ongoing tradition of placing a priority on student success. Our school population consists of students and staff with rich multicultural and ethnically diverse backgrounds. Our students, parents, staff, and community members join together to assure that all students succeed.

Each student has special talents and is given the opportunity to develop these talents at Roosevelt. The staff is dedicated to providing an atmosphere in which each child's social, emotional and intellectual needs are recognized, nurtured and supported. Roosevelt Elementary is dedicated to using a challenging curriculum to ensure that all students have the opportunity to achieve at high levels. The mission of Roosevelt Elementary School is to guarantee equity and access to meaningful learning experiences that prepare every student for success in middle school and beyond, enabling each student to function as a responsible citizen in a global society.

Roosevelt Elementary offers comprehensive instructional programs, which underscore the value of living in a multicultural society. Students are taught to think critically, to take pride in their heritage, and to value the thoughts, beliefs, and contributions of many cultures. Roosevelt Elementary will respond to the needs of all students. Through the collaboration of school personnel and parents, Roosevelt will offer an essential education, using strategies that allow students to develop their capacities and skills so that they may achieve their full potential in a competitive society.

There is a variety of opportunities available to each student at Roosevelt Elementary, including opportunities to participate in district-level competitions for oratorical recitations, mathematics performance, dance and music performance, and spelling performance. Sixth grade students may also participate as members of the Roosevelt Elementary Student Council.

Adolfo Rodas, PRINCIPAL

MAJOR ACHIEVEMENTS
- Roosevelt Elementary received the California Gold Ribbon Award 2016, which reflects the school's success in creating a positive learning atmosphere for our students. Such success is a direct result of the dedicated, created and talented staff and supportive school community.
- Students participate in honor roll assemblies, Student of the Month awards, Red Ribbon Week, grade-level academic competitions, attendance and Bear Bucks Awards school-wide. Additionally, Roosevelt is proud to provide all students with enrichment programs before, during and after school and give them the opportunity to flourish in each of their personal talents. These programs are included: One-100 Mile Club, Track & Field, STAR for GATE students, ALL IN STEM, B.R.I.D.G.E. Theater, educational field trips, Student Council, Leadership Academy, BEAR Ambassador Program, Dance Academy, Youth Act Club, Conga Dance Kids, LEAP, P.S. Arts, and many more.
- Roosevelt Elementary School's Positive Behavior Interventions and Supports (PBIS) contributes to the positive environment of the school, and includes classroom and school wide awards. Students are recognized weekly, monthly, quarterly and yearly for academic achievements, citizenship, and improvements in academic areas.

- Roosevelt Elementary School's Positive Behavior Interventions and Supports (PBIS) received the Gold PBIS Implementation award for the consistency and fidelity that the team has demonstrated in promoting and encouraging a positive culture with students.

FOCUS FOR IMPROVEMENT
- Meet SMART targets (ELA 31%; MATH 25%), and focus on monitoring student achievement. We will provide quality instruction to all students, and strive to make gains in English and Math.
- Focus school improvement planning solely on increasing student achievement. Our efforts and resources are focused towards the most pressing student academic needs as shown by the data-driven needs assessment. The school improvement plan includes measurable long-term goals and short term objectives as well as aligned strategies, activities, milestones, professional development plans, and budgets.
- Each part of the school improvement planning process has been carefully aligned with components of instruction and assessment so that evidence of student learning is our priority. Strategies and activities are clearly differentiated. We will focus on improving daily instruction. During our Professional Learning Communities, the focus is on interpreting the data, giving meaning to it, and identifying root causes.. Staff share knowledge gained from professional development activities. We also discuss student mastery of standards, other outcomes, and possible intervention strategies based on student needs.

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	83
Grade 2	82
Grade 3	79
Grade 4	96
Grade 5	83
Grade 6	86
Total Enrollment	600

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	0.3
Hispanic or Latino	94.7
Two or More Races	0.2
Socioeconomically Disadvantaged	92.5
English Learners	39.2
Students with Disabilities	29
Foster Youth	1
Homeless	3

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 for Roosevelt Elementary	17-18	18-19	19-20
With Full Credential	33	33	32
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lynwood Unified	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Roosevelt Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	0

* Note: "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 2019-20)
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: 10/2010

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt Big Day for Pre-K Teaching Guide, 2015 Houghton Mifflin Harcourt Journeys CA Student Edition Set K, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Set Grade 1, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 2, Volume 1 & 2, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 3, Volume 1 & 2, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 4 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 5 SRA McGraw Hill StudySync Student Edition Grade 6 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Houghton Mifflin Harcourt California Go Math, 2015 Grades K-6 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	MacMillan McGraw Hill CA Science 2008 (K-6) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Scott Foresman History-Social Science for CA Social Studies 2006 Gr K-5 Holt, Rinehart & Winston World History-Ancient Civilizations Social Studies, 2006 Gr 6 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)
Roosevelt Elementary School is among the oldest of the schools in Lynwood and has served the community for many years. Several students have parents and grandparents who attended Roosevelt.

Over the years, Roosevelt has been remodeled and has experienced new construction. During the summer of 2003, the main office was modernized, and a fence was installed to surround the area, for safety purposes. In January of 2005, an additional, two-story building was completed on the north side of the campus.

In the 2006 – 2007 school year, several portable buildings were removed from the campus. During the 2007 – 2008 school year, a teacher parking lot was constructed on site from which the portables had been removed. During the same year, an electronic marquee was mounted on the wall outside of the main office. During the last quarter of the 2008 – 2009 school year, two wings containing rooms 6 – 11 and rooms 12 – 17 received new roofs. One classroom received all new flooring during the 2009 – 2010 school year; the process included asbestos abatement. Major improvements which occurred from 2011-2012 were built. There was a need for an updated play area with approval of a state-of-the-art playground. Roosevelt's outdoor facilities upgrades greatly improved as with the children's enthusiasm for their new play area. In 2012-2013 facilities were upgraded with school-wide painting, and new landscaping throughout our entire school campus. Additional school facilities improvements taking place in 2015-2016 with the renovation and replacement of open hard surface play areas.

All facilities at Roosevelt Elementary are maintained by a full-time custodian during the regular school day. Two night custodians clean and prepare the classrooms, restrooms and other buildings for the daily operations of each school day.

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: 09/16/2015

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Ceiling tiles stained in 5 classrooms. Ceiling tiles replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good Fair	Light bulbs burned out and light switch cover missing. Light bulbs replaced and light switch cover replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good Fair	Excessive paper on walls and two fire extinguisher not mounted properly. Paper on walls reduced to 25% coverage of wall surface and extinguisher remounted to proper height.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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. 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); 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	28	31	35	38	50	50
Math	20	23	24	26	38	39

Note: 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.

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	20.9	19.8	5.8

Note: 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.

School Year 2018-19 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	330	324	98.18	31.48
Male	176	172	97.73	32.56
Female	154	152	98.70	30.26
Black or African American	18	17	94.44	29.41
Hispanic or Latino	312	307	98.40	31.60
Socioeconomically Disadvantaged	303	299	98.68	30.77
English Learners	208	206	99.04	23.79
Students with Disabilities	93	92	98.92	4.35
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	16	15	93.75	6.25

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 2018-19 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	330	324	98.18	23.46
Male	176	172	97.73	24.42
Female	154	152	98.70	22.37
Black or African American	18	17	94.44	29.41
Hispanic or Latino	312	307	98.40	23.13
Socioeconomically Disadvantaged	303	299	98.68	23.08
English Learners	208	206	99.04	19.90
Students with Disabilities	93	92	98.92	5.43
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	16	15	93.75	6.25

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 school site

Opportunities for Parental Involvement (School Year 2019-20)
Parents and community members actively support the educational programs at Roosevelt Elementary School and are invited to be an ongoing part of the school environment. All parents are encouraged to volunteer to the extent of their abilities. The Roosevelt PTO and parent volunteers sponsor numerous programs and activities every school year.

The Roosevelt PTO participates in fundraising activities that provide all students with opportunities to use enriched reading materials, to participate in extra-curricular learning, and to participate in extra-curricular clubs. Sixth-grade students have the opportunity to participate in end-of-year college and career activities, including visiting a university..

Roosevelt Elementary holds the belief that the best possible environment in which students will learn is one that fosters the collaboration of school employees and parents. Parents actively participate in parent council meetings to provide valuable information for school governance. Coffee and Chat with the Principal meets monthly to help provide the parents an opportunity to learn about Roosevelt Elementary school priorities. This allows the community to have open communication between Principal and Parents, and to allow parents to become advocates for and supporting their children. Together, we make a difference for our children. Parents play an important role at Roosevelt Elementary School through active involvement in various leadership committees, as well as volunteering in the classroom, and supervising students on campus and during special events. Back-to-School Night and Open House events are well attended. The principal hosts monthly meetings with parents. We offer parent classes/workshops and various other parent resources. Other school events to increase parental involvement include: awards assemblies, G.A.T.E. parent meetings; parent conferences, Annual Title I Parent Meeting, college fair, career day, Track & Field; 100-Mile Club; Theater; Family Art Night; Parent Volunteer Appreciation Luncheon, Beautification Day, and MANY MORE!

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
The safety of all students and staff is our top priority for Roosevelt Elementary. Gates surrounding the school campus are locked and secured during school hours. The site administrators, teachers, staff, and parent volunteers regularly monitor the campus throughout the school day. Students are supervised at all times, with additional staff overseeing safety during morning recess and lunch. After school, teachers escort their classes to the front of the school for dismissal. Transitional Kindergarten and Kindergarten students are released only to parents or caregivers in a specified location. Parents are required to provide photo identification when removing students early from school.

The school welcomes parents and community members as visitors on campus. To ensure safety, all visitors must sign in at the school office and wear identification badges throughout the duration of their stay.

The school safety plan is revised every spring by the School Safety Committee. Revisions to the plan 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; and 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 any disaster. Fire, earthquake, and lock- down drills are conducted on a regular basis throughout the school year.

We have prepared the Plan & Procedure for Crisis Management/Prevention. It was designed to provide a framework for the school to execute its emergency functions and assist the staff in following the procedure with the greatest possible speed and safety. Regardless of the prescribed procedures, training, and instruction, we acknowledge that the sound judgment of the administration and staff is an integral part of safety management.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.5	3.3	3.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	2.0

*   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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	1	4		20	2	3		23	2	2	
1	22		3		23		3		21	1	3	
2	23	1	3		22		3		21	1	3	
3	21	1	2		18	2	3		20	1	3	
4	22	2	3		26	1	1	1	24	1	2	
5	20	2	2		25	1	2		21	2	3	
6	23	2	3		20	2	3		22	2	2	
Other**					14	2						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Roosevelt Elementary School is implementing the district's multi-year professional development plan. This plan provides training for all coaches, administrators, teachers and staff. In addition to the development plan, several professional developments were based on providing educators opportunities to develop their knowledge on adopted curriculum and programs for student achievement. Some of the training sessions were focused on DORA / ADAM, NEXTGen Math, Swun Math, JOURNEYS, NEWSELA, Google Apps, and InnovateEd.

Several of the training sessions were provided on site in person, through the internet, and teacher release to attend training sessios at the district level. Some of the professional develop was introduced during school hours in a collaborative model to better integrate effective strategies with groups of students. 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. Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,555	$51,374
Mid-Range Teacher Salary	$81,123	$80,151
Highest Teacher Salary	$94,480	$100,143
Average Principal Salary (ES)	$114,587	$126,896
Average Principal Salary (MS)	$116,221	$133,668
Average Principal Salary (HS)	$129,242	$143,746
Superintendent Salary	$225,000	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5994	1211	4783	79529.21
District	N/A	N/A	5413	$79,588.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-12.4	2.0
School Site/ State	-31.5	2.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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 Fieldtrips

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).

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.