



Will Rogers Elementary School

11220 Duncan Avenue • Lynwood • 3106031542 • Grades K-6

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



Lynwood Unified School District

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Principal's Message

Will Rogers School is located in the northeast area of Lynwood, CA close to the intersection of Imperial Hwy. and Atlantic Blvd. We are a PBIS school where everyone feels welcome! Teachers are valued, esteemed, and their professionalism nurtured. The Will Rogers' staff provides all students with a curriculum which is based on the California State Standards. Staff collaborates on a regular basis and focuses on assessment data reflections. The diligent work of our faculty and staff assures our students and parents that their education is at the top of their list. We serve a wonderful community with supportive parent involvement. Our parents participate in educational field trips, volunteer on a regular basis, attend workshops, attend academic competitions, and are part of the school decision making process through our school councils. Our school has a 1:1 device to student ratio. We have an Innovation Lab that focuses on providing our students with a wide range of STEM educational opportunities. Students at Will Rogers are assured opportunities to grow academically, physically and socially as they work toward making positive contributions to our society. Bienvenidos.

Amanda Noriega, PRINCIPAL

The mission of WILL ROGERS ELEMENTARY is aligned to the mission statement of the Lynwood Unified School District.

Mission Statement

The Will Rogers Community is united in the common goal of ensuring that all students fearlessly achieve his or her highest academic and personal aspirations while contributing to the greater society through meaningful and productive learning activities in a safe and clean environment that instills great character, creativity, innovation, and courage.

Vision Statement

The vision of Will Rogers School is to have each student achieve his or her highest academic and personal aspirations by building a solid foundation for future success in college and career as a responsible citizen in a global society.

Major Achievements

- We offer a Spanish Dual Immersion program for grades Kindergarten through fifth grade. We will continue to grow this program and add one grade each year until sixth grade.
- We received a PBIS Silver Award.
- Will Rogers is a California Gold Ribbon School and a Title I Academic Achievement Award recipient.
- Our GATE students continue to participate in a free, on site, after school program.
- Second grade students participate in three ten week art sessions that include visual, theater and music arts.
- Kindergarten and 1st Grade students receive art enrichment through collaboration with the Music Center
- Our 5th grade students participate the Conga Kids partner-dance program for 19 teachable lessons.

school year. Our B.R.I.D.G.E. after school theater program provides opportunities for 4th -6th grader students to showcase their performing arts skills.

Focus for Improvement

- Increase parent participation, to make parents feel welcome on campus. Recognize our parent council members and volunteer efforts and provide parent educational opportunities.
- Providing on-going Professional Development in all areas of instruction as identified through grade level leadership meetings and students data.
- Providing support for teachers to provide scaffolded tier instruction and targeted tier II small group instruction to meet students individual needs.
- Establish a clear SST process guided by data and better utilize our Instructional Aides to support Tier I instruction.
- Continued to provide time for teachers for Guided Planning to meet in grade level teams to plan upcoming instruction.
- After school intervention was provided to our students that did not show standards mastery on regular benchmark assessments or state assessments.
- Increase designated ELD support to teachers to improve the performance of our English Learners.

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	113
Grade 1	105
Grade 2	110
Grade 3	107
Grade 4	106
Grade 5	91
Grade 6	98
Total Enrollment	730

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.1
Asian	0.4
Filipino	0.1
Hispanic or Latino	96.7
White	0.3
Socioeconomically Disadvantaged	95.8
English Learners	32.3
Students with Disabilities	6.4
Foster Youth	0.4
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 Will Rogers Elementary School	17-18	18-19	19-20
With Full Credential	31	30	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lynwood Unified School District	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 Will Rogers 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: 10/2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Houghton Mifflin Harcourt Big Day for Pre-K Teaching Guide, 2015 Houghton Mifflin Harcourt Journeys CA Student Edition Set K, 2017 Houghton Mifflin Harcourt Senderos K, 2017 Houghton Mifflin Harcourt Senderos Notebook K, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Set Grade 1, 2017 Houghton Mifflin Harcourt Senderos Grade 1, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 2, Volume 1 & 2, 2017 Houghton Mifflin Harcourt Senderos Grade 2, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 3, Volume 1 & 2, 2017 Houghton Mifflin Harcourt Senderos Grade 3, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 4 Houghton Mifflin Harcourt Senderos Grade 4, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 5 Houghton Mifflin Harcourt Senderos Grade 5, 2017 SRA McGraw Hill StudySync Student Edition Grade 6</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Mathematics	Houghton Mifflin Harcourt California Go Math, 2015 Grades K-6 Houghton Mifflin HSP CA Math in Spanish The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	McGraw Hill Spanish Science Kit California, 2008 (K & Grade 1) MacMillan McGraw Hill CA Science 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 Houghton Mifflin Reflexiones (K-2), 2007 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)

At Will Rogers Elementary School there are four main building areas: the two story building structure, the Pod classrooms, the bungalows, and the administration building. In a walkthrough of our facilities, you will find the new two story building containing twenty four classrooms; within this building, every four classrooms you will also find a commonly shared work room. In addition, our Pod classrooms were completely renovated the summer of 2008. The new Pod accommodates 14 classrooms, one large teacher workroom, and two resource rooms. All first grade students are housed in the Pod. The administration building is also a new building. Its construction took place at the same time as the new two story building. Furthermore, all classrooms are fully equipped with internet access and new computers. Our digital marquee allows our communication with the public, parents, and community has doubled with the use of the marquee.

Additional repairs and or replacement of roofing systems and paved areas were completed in fiscal years 2014-2015 and 2015-2016. Additional improvements are being scheduled for the remaining fiscal year of 105-2016 and the new upcoming fiscal year of 2016-2017 that will include play field irrigation upgrades and rubber matting at kinder play area.

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: 09/02/2015

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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	47	48	35	38	50	50
Math	42	41	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	23.3	18.9	10.0

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	408	398	97.55	47.74
Male	217	214	98.62	42.52
Female	191	184	96.34	53.80
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	395	385	97.47	47.27
White	--	--	--	--
Socioeconomically Disadvantaged	393	383	97.46	47.52
English Learners	242	233	96.28	40.34
Students with Disabilities	23	23	100.00	30.43
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	17	14	82.35	17.65

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	408	402	98.53	40.55
Male	217	215	99.08	38.14
Female	191	187	97.91	43.32
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	395	389	98.48	39.85
White	--	--	--	--
Socioeconomically Disadvantaged	393	387	98.47	39.53
English Learners	242	237	97.93	33.76
Students with Disabilities	23	23	100.00	26.09
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	17	14	82.35	17.65

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)

The Will Rogers PTA and parent volunteers are a huge support to our school. They have assisted with field trips, safety, and campus clean-ups. In addition, each school year parents spearhead student events and activities such as fairs, fund raisers, field trips, luncheons, decorations, and much more. Parents at Will Rogers also have the opportunity to provide leadership and governance to the school as members of the School Site Council, English Language Advisory Committee and the School Advisory Council. These groups of parents meet monthly with administration and staff to work toward completion of the School Plan for Student Achievement. Moreover, parents are important to the success of Will Rogers Elementary. Parents attend conferences with their child's teacher twice per year and informally meet with teachers when needed. Parent involvement is instrumental in pursuing high levels of academic achievement at Will Rogers. We also constantly provided parents learning opportunities, such as Family Math Night, Latino Family Literacy Project along with other opportunities.

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

Safety of students and staff is a primary concern at Will Rogers Elementary. Administrators, teachers and staff, security, custodial staff, and campus monitors regularly monitor the campus; they never lose sight of the safety and welfare of our student population. Students are supervised at all times. Campus monitors oversee the safety of students before school, at recess, and during lunch. At dismissal time, teachers escort their classes to designated pick-up gates. Kindergartners are released only to their parents or caregivers. We also have a campus monitor provide 30 minutes of after school supervision to ensure parents have enough time to get to campus. We are a closed campus to ensure our students' safety, however we welcome 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 and must check in the Main Office upon arrival. All visitors must sign in at the Main Office and wear identification badges throughout the duration of their visit. District security officers patrol the campus and surrounding area to ensure the safety of students, staff, and facilities.

The school safety plan is revised every spring by the School Site Council. In January the revisions are shared immediately with all members of the staff. Staff is provided ongoing training and information related to school safety. 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. Furthermore, 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 a foreseen and unforeseen disaster. Moreover, to prepare for the unknown, fire, disaster, lockdown, and intruder drills are conducted on a regular basis throughout the school year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.9	0.6	0.4
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	3	2		22	1	5		22	1	4	
1	22		5		24		4		21		5	
2	21	2	3		23	1	3		22		5	
3	25		4		25	1	4		27		4	
4	24		4		33			3	27	1	3	
5	27		4		32		1	2	30		3	
6	29		4		36			3	33		1	2
Other**												

*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			

Teachers continue to attend the district Summer Institute which provides grade level or topic specific professional development. Many different teaching strategies are included during this time that reinforce the following strategies: Small Group Instruction, Effective Centers, Golden Ticket lesson model, Designated and Integrated ELD, SWUN Math and Common Core. Evidence of these strategies was observed by the administration during classroom walkthroughs throughout the academic school year. In addition, the Instructional Lead provided opportunities during the school day for teaching strategies and support based on data during reflections, administrations recommendations, or teachers request. Each grade level also participate in multiple Guided Planning Sessions during the school day for lesson planning to ensure students knowledge of the standards.

At the school site, all teachers are trained on administering the current state assessment to measure English Proficiency for English Learners (ELPAC). All teachers were also trained on the EL Master Plan, in which the identification, placement, instruction, and reclassification processes were reviewed.

Teacher are trained in Google Apps and as a result have received Chromebooks specifically for the students in the classroom. Some teachers attend Digital Educator Institutes to best implement technology in their classroom. Additionally all teachers have been trained in Google Classroom and use it both to communicate and work with their students but also a resource for themselves to share lessons and work together collaboratively. As teachers receive individual training they become the experts and are expected to train and support their grade level peers.

Teachers and the administration have received ongoing training on Thinking Maps. When we attend training of trainer workshops, teachers return to Will Rogers and share their learning with their fellow grade level team members.

Additionally we have begun the implementation of SWUN Math in grades 4-6. Teachers are breaking their math instruction down to better support the needs of all students.

Multiple teachers, one parent, a classified staff member and the site principal form the PBIS site team and have been receiving Professional Development on its creating and on going implementation. This team has been training the rest of the staff and is looking forward to implementing Tier II interventions.

We recently also participated in Active Shooter training.

Our school is also implementing the district's multi-year professional development plan. This plan provides training for all coaches, administrators, and teachers and includes:

- Curriculum Alignment Institutes
- Dual Immersion Guiding Principles
- Thinking Maps
- InnovateEd School Implementation Plan by leadership team
- Researched based professional development that supports students' needs and based on student data
- 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
- On going grade level specific math professional development
- Training for both administration and teachers on newly acquired ELA adopted materials.
- Various supports provided from Educators Cooperative including in class support and support with claims, targets and district adopted instructional matrices.

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/.

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 (ELPAC)
- 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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5891	466	5425	79239.24
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	0.2	1.6
School Site/ State	-19.2	1.8

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.