



Lindbergh Elementary School

3300 Cedar Street. • Lynwood, CA 90262 • (310) 603-1521 • Grades K-6

Flavio Gallarzo, Principal

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

School Description

Principal's Message

In accordance with Proposition 98, every school in California is required to issue an annual Accountability Report Card. We are proud of Charles A. Lindbergh School and welcome this opportunity to tell you more about us. We are especially proud of the fact that our state test scores have been steadily climbing over the past decade. After the 2005-2006 and 2006-2007 school years, Lindbergh Elementary was identified by the State as an Honorable Mention for Achieving Schools' recognition. In 2012- 2013, Lindbergh Elementary improved its API score by 51 points. In 2014-2016 Lindbergh took the SBAC testing and will use these scores as the baseline from which to improve in upcoming years.

Lindbergh Elementary has an ongoing tradition of academic excellence. Our school population consists of students and staff with rich multicultural and ethnically diverse backgrounds. Our students, parents, staff, and community have joined together to assure success for our students.

All students have special talents and are given the opportunity to develop these talents at Lindbergh Elementary School. The staff is dedicated to providing an atmosphere in which a child's social, emotional, and intellectual needs are recognized, nurtured and supported. We care about each and every one of our students.

Since its incorporation in 1921, Lynwood continues to move forward on a path of progress. The city's many accomplishments can be attributed to its aggressive redevelopment program that has attracted new businesses and industry alike. Today, Lynwood is a vibrant city with a population of over 70,000.

Lynwood Unified School district serves more than 15,000 students in grades pre-kindergarten through twelve. Beginning in 2005-6 the district opened an additional elementary, middle, and high school sites to better accommodate its expanding student population.

Lindbergh Elementary offers comprehensive instructional programs which underscore the value of living in a multicultural society. Students are taught to take pride in their own heritage and to value the thoughts, beliefs, and contributions of other cultures. There are a variety of opportunities available to each student.

Flavio Gallarzo, PRINCIPAL

Major Achievements

- During the 2012-2013 school year Lindbergh Elementary increased its API score by 51 points. This was the largest increase in the Lynwood Unified School District. Lindbergh Elementary continued using Curriculum Alignment, the district adopted instructional program. Curriculum Alignment assisted teachers in focusing on key grade level state standards, the same standards that students are tested on at the end of the school year.
- Lindbergh Elementary has benefited from Measure A funds that the Lynwood community passed in November 2012. The entire Lindbergh campus was repainted with vibrant colors that made the campus more appealing. An old dilapidated stage was converted into a grass play area for the students to enjoy.



Lynwood Unified School District

11321 Bullis Road
Lynwood, CA 90262
(310) 886-1600

<http://www.lynwood.k12.ca.us>

District Governing Board

Alma-Delia Renteria, M.Ed. -
President

Briseida Gonzalez, MSW - Vice
President

Maria G. Lopez - Clerk

Gary Hardie, Jr. - Member

Alfonso Morales, Esq. - Member

District Administration

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Superintendent

Gudiel R. Crosthwaite, Ph.D.
Assistant Superintendent
Educational Services

Nancy Hipolito
Assistant Superintendent
Human Resources

Marlene Dunn
Chief Business Official
Patrick Gittisriboongul, Ed.D.
Chief Technology Officer

- In the Fall of 2016 Lindbergh became recognized as an AVID Elementary Certified Site. This status is awarded to AVID sites that have met the criteria for program effectiveness and student progress. This validation process is designed to assist AVID sites with achieving desired benchmarks that are precursors for academic success in middle school.
- In the 2015-2016 school year Lindbergh was given the Bronze Medal for the implementation of the PBIS program. This is a program in which students are recognized for “doing the right things” at school.

Focus for Improvement

- Lindbergh will continue to focus on improving student achievement as measured by state testing and by district benchmarks. Every 20 to 25 school days, students are tested on grade level state standards. Students are categorized into 4 levels: Challenge, Benchmark, Strategic, or Intensive. The goal is for all students to reach the Challenge or Benchmark levels.
- After each benchmark assessment, teachers come together to analyze the students results. Students are divided into the four categories. Teachers look for patterns and identify areas that need to be retaught. Our data analysis drives our instruction.
- We intend to identify students that need extra assistance to attend our annual after school intervention program. The goal of the after school program is help students reach the Challenge or Benchmark levels. Teachers will also work with students in small groups, during class time, to assist them in reaching the Challenge or Benchmark levels.

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	117
Grade 1	106
Grade 2	101
Grade 3	93
Grade 4	134
Grade 5	120
Grade 6	106
Total Enrollment	777

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.4
American Indian or Alaska Native	0.1
Asian	0
Filipino	0
Hispanic or Latino	93.7
Native Hawaiian or Pacific Islander	0.5
White	0.3
Two or More Races	0
Socioeconomically Disadvantaged	97
English Learners	50.5
Students with Disabilities	6.3
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Lindbergh Elementary School	15-16	16-17	17-18
With Full Credential	34	33	32
Without Full Credential	0	1	0
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			
Lindbergh Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments			0
Vacant Teacher Positions	0	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	California 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

Textbooks and Instructional Materials
Year and month in which data were collected: 12/2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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)

Originally built in 1928, Lindbergh Elementary throughout the years has been remodeled and expanded to meet the needs of the student population. The most recent expansion was completed on September 2, 2004. The expansion included the addition of a new building with 3 classrooms and a computer lab. All classrooms and offices are all kept in fair operating condition through the daily maintenance of our custodial staff and the District Service Center that makes repairs to the school facilities when needed.

The school grounds, classrooms and restrooms are cleaned on a daily basis by our custodial staff. All staff supervise students throughout the day to assure that the entire campus is kept clean and free from litter.

For the 2011-2012 school year, the district upgraded the first through sixth grade playground. This included the removal of playground equipment that did not meet current safety standard. This playground was also resurfaced to make the playground accessible to all students, including those with disabilities.

For the 2012-2013 school year, Lindbergh was repainted. Grass was planted in the play area. Trees were planted to provide students with more shade. The playground asphalt was completely removed and replaced to repair all cracks. These repairs were paid for through Measure A Funds.

For the 2013-2014 school year, Lindbergh received new asphalt throughout campus. These repairs will be made possible through Measure K Funds. Additional paving replacement of the remaining of campus were completed in December 2015. Additional fencing installation and repairs completed in 2015. Entire school facility under Proposition 39 the lighting system were replaced with state of the art lighting and controls and new energy management system installed for energy savings of all HVAC system. Additional repairs and improvements are scheduled during 2016 to enhance play surface at Kindergarten area, basketball courts and field irrigation improvements.

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: 11/04/2014

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		Ceiling tiles stained, plaster and paint damage in room 43. Ceiling tiles replaced and wall repairs completed.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
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	25	33	32	33	48	48
Math	20	21	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.

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	111	108	97.3	43.5
Male	56	53	94.6	45.3
Female	55	55	100.0	41.8
Hispanic or Latino	105	102	97.1	44.1
Socioeconomically Disadvantaged	108	105	97.2	42.9
English Learners	45	44	97.8	13.6

* 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.

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	38	44	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	29.3	8.6

* 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.

**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	451	446	98.89	33.18
Male	220	219	99.55	26.48
Female	231	227	98.27	39.65
Black or African American	24	24	100	33.33
Hispanic or Latino	425	420	98.82	33.33
Native Hawaiian or Pacific Islander	--	--	--	--
Socioeconomically Disadvantaged	436	431	98.85	33.18
English Learners	318	314	98.74	31.21
Students with Disabilities	41	39	95.12	7.69
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	451	445	98.67	20.5
Male	220	218	99.09	21.56
Female	231	227	98.27	19.47
Black or African American	24	24	100	12.5
Hispanic or Latino	425	419	98.59	21.05
Native Hawaiian or Pacific Islander	--	--	--	--
Socioeconomically Disadvantaged	436	430	98.62	20.05
English Learners	318	313	98.43	19.49
Students with Disabilities	41	38	92.68	2.63
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 Lindbergh Elementary. The Lindbergh Elementary PTO and parent volunteers assist with field trips, various monthly recognition/celebration programs and organizing the school festivals held each Winter and Spring. Parent involvement is also instituted through our School Site Council, School Advisory Council and English Learners Advisory Committee. These parent organizations and councils conduct monthly meetings that are open to the school community. All parents are encouraged and welcome to attend. Our parent involvement efforts are coordinated by our School/Community Liaison, Instructional Improvement Coach, Assistant Principal, and Principal.

Numerous programs and activities are enriched by the generous contributions made by the following organizations: Target Stores, Lindbergh Parent-Teacher Organization, and Studio 1 photos.

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 Lindbergh Elementary. Administrators and teachers regularly monitor the campus. Students are supervised at all times, with campus monitors overseeing safety during lunch, breaks, and before school. After school, teachers escort their classes to designated pick-up gates for dismissal. Kindergarteners are released only to their parents or caregivers. The school welcomes parents and community members to visit the campus. However, as part of our closed campus policy, any visitors wishing to be on school grounds during operating hours must sign in at the school office and obtain a visitor's pass or wear identification badges throughout the duration of their stay.

The school safety plan is revised every year in January by a Safe School Committee, comprised of an assortment of staff members. Revisions are shared immediately with all members of the staff and parents. 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 disasters. Fire and disaster drills are conducted on a monthly basis throughout the school year.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.1
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	2011-2012	2006-2007
Year in Program Improvement	Year 3	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)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	0
Nurse	1.0
Speech/Language/Hearing Specialist	1.5
Resource Specialist	1.0
Other	5
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	23	23	28	1	1		3	3	4			
1	27	27	25				4	4	4			
2	25	25	25				5	5	4			
3	24	24	25	1	1		5	5	5			
4	28	28	33				4	4	2			2
5	27	27	26	1	1		4	4	4			
6	26	26	26			1	4	4	4			
Other			14			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

During the Summer vacations teachers have been given the opportunity to participate in staff developments that are called Summer Institutes. These institutes are 5 days in length. The topics have included Math, Language Arts, Writing, English Language Development and student engagement. These staff developments have been selected based on surveys that have been given to all stakeholders. In addition, Math and Language Arts are the subject areas that are tested at the end of the year in state tests.

Teachers are supported with after school workshops and Saturday trainings throughout the year. School district coaches have been hired to assist teachers in implementing district-wide initiatives.

Lindbergh 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
- 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

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.

Currently, Lindbergh teachers are being trained in Culture Proficiency by the Dr. Howard group based out of UCLA. The goal of this training is have a better understanding of different cultures and how culture plays a role in a child's education within a school setting.

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%

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7001	466	6535	76118.24
District	◆	◆	4564	\$77,992
State	◆	◆	\$6,574	\$77,824
Percent Difference: School Site/District			43.2	3.9
Percent Difference: School Site/ State			15.1	2.6

* Cells with ◆ do not require data.

* 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 (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 <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.