Will Rogers Elementary School

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

Lynwood Unified School District
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School Description

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 school on the move! Teachers are valued, esteemed, and their professionalism nurtured. They bring their best attitude each day, believe in our students, and demonstrate high levels of competency. 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 receives frequent feedback from the site administration. The diligent work of our faculty and staff assures our students and parents that their education is at the top of their list. On the other hand, parent involvement is apparent through their participation in educational field trips, workshops, academic competitions, and the school decision making process through our school councils. Our campus has modern buildings, and teacher workrooms. We have a greater than 2 to 1 Chromebook to student ratio on campus which helps to provide a wide range of educational opportunities for our students, and a playground facility which includes a soccer field and play structure for our youngest students. Students at Will Rogers are assured opportunities to grow academically, physically and socially as they work toward making positive contributions to our society. Welcome!

Matthew Skoll, 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

- Will Rogers is a California Gold Ribbon School and a Title I Academic Achievement Award recepient.
- All classes are implement AVID strategies to prepare our students for college. We are an AVID Elementary Certified School
- Our GATE students continue to participate in a free, on site, after school program.
- We currently offer Dual Immersion classes in Spanish for Kindergarten through third grade. We will continue to grow this program and add one grade each year until sixth grade.
- Second grade students participate in three ten week art sessions that include visual, theater and music arts.
- Our B.R.I.D.G.E. after school theater program provides opportunities for 4th -6th grader students to showcase their performing arts skills.

- The percentage of students meeting, or exceeding standards increased by more than 4% in both Language Arts and Mathematics

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 classroom visits, student benchmark outcomes, or by teachers' needs for support in instruction.
- Providing support for teachers to provide small group instruction for students to meet the student's individual needs.
- The greater use of Instructional Aides to provide small group instruction for our students who are performing below grade level to reinforce skills that they have not yet mastered.
- 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 awareness among the staff to improve the performance of our English Learners including implementation of Thinking Maps for all students.

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	100
Grade 1	109
Grade 2	104
Grade 3	98
Grade 4	97
Grade 5	108
Grade 6	114
Total Enrollment	730

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	2.9
American Indian or Alaska Native	0
Asian	0.4
Filipino	0
Hispanic or Latino	96
Native Hawaiian or Pacific Islander	0.3
White	0.3
Two or More Races	0.1
Socioeconomically Disadvantaged	96.6
English Learners	48.2
Students with Disabilities	5.2
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Will Rogers Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	31	32	31
Without Full Credential	0	0	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			
Will Rogers 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)

At Will Rogers Elementary School there are four main building areas: the new 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**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
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

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

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	36	40	32	33	48	48
Math	30	35	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	25.2	11.7	11.7

* 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	109	108	99.1	38.0
Male	56	56	100.0	44.6
Female	53	52	98.1	30.8
Hispanic or Latino	104	103	99.0	37.9
Socioeconomically Disadvantaged	106	105	99.1	37.1
English Learners	32	31	96.9	

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

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	424	422	99.53	39.57
Male	210	209	99.52	34.93
Female	214	213	99.53	44.13
Black or African American	12	12	100	33.33
Asian	--	--	--	--
Hispanic or Latino	406	404	99.51	39.6
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	410	408	99.51	38.97
English Learners	261	259	99.23	32.43
Students with Disabilities	27	27	100	3.7
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	424	423	99.76	34.99
Male	210	209	99.52	39.23
Female	214	214	100	30.84
Black or African American	12	12	100	33.33
Asian	--	--	--	--
Hispanic or Latino	406	405	99.75	35.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	410	410	100	34.39
English Learners	261	261	100	30.27
Students with Disabilities	27	27	100	11.11
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)
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 Single 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. This year we have also provided parents learning opportunities. Our weekly Latino Family Literacy project has enabled parents to help their students become better readers. Additionally we have scheduled a series of parent learning opportunities to help parents help their students become more academically and emotionally successful. Parents are also informed about upcoming events through various electronic communication tools and social media like Class Dojo, Remind, emails, text messages, Facebook and Twitter.

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 loose 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, and during lunch. At dismissal time, teachers escort their classes to designated pick-up gates. Kindergartners are released only to their parents or caregivers.. On the other hand, the school welcomes parents and community members to visit the campus. Anyone wishing to be on school grounds during operating hours must notify the staff ahead of time 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			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.6	0.4	0.9
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	2009-2010	2006-2007
Year in Program Improvement	Year 4	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	0.33
Social Worker	0
Nurse	1.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.0
Other	4
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	23	1	1		4	4	5			
1	24	24	20			3	4	4	2			
2	23	23	26				4	4	4			
3	24	24	25				5	5	4			
4	31	31	26				3	3	4			
5	31	31	30				4	4	3			
6	30	30	29				3	3	4			

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

Professional Development provided for Teachers

Teachers continue to attend the district Summer Institute which provides grade level or topic specific professional development. Many different teaching strategies are are included during this time that reinforce the following strategies: Appropriate Centers, Golden Ticket lesson model, Designated and Integrated ELD, Thinking Maps, and 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. All teachers were also trained on the EL Master Plan, in which the identification, placement, instruction, and reclassification processes were reviewed.

Many teacher have participated and been trained by the district in Google Apps and as a result have received Chromebooks specifically for the students in the classroom. Time permitting, some teachers receive one on one training for implementing 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 AVID. Again teachers who receive the training return to Will Rogers and share their learning with their fellow grade level team members.

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.

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

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	5,273	338	4,935	73235.69
District	♦	♦	4564	$77,992
State	♦	♦	$6,574	$77,824
Percent Difference: School Site/District			8.1	0.0
Percent Difference: School Site/ State			-13.1	-1.3

*   Cells with ♦ do not require data.

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

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