

# Helen Keller Elementary School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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.

#### 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	Helen Keller Elementary School
<b>Street</b>	3521 Palm Ave
<b>City, State, Zip</b>	Lynwood, CA 90262
<b>Phone Number</b>	310-886-5700
<b>Principal</b>	Mrs. Yamiler Varela
<b>Email Address</b>	yvarela@mylUSD.org
<b>School Website</b>	<a href="https://helenkeller.lynwood.k12.ca.us/">https://helenkeller.lynwood.k12.ca.us/</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	19647740107912

### 2025-26 District Contact Information

<b>District Name</b>	Lynwood Unified School District
<b>Phone Number</b>	(310) 886-1600
<b>Superintendent</b>	Dr. Patrick Gittisriboongul
<b>Email Address</b>	pgittis@mylUSD.org
<b>District Website</b>	<a href="http://www.lynwood.k12.ca.us">http://www.lynwood.k12.ca.us</a>

### 2025-26 School Description and Mission Statement

Helen Keller Elementary is a TK-6 elementary school that is located in the southwest area of Lynwood, CA. Helen Keller Elementary is focused on student academic achievement. Helen Keller Elementary provides a rigorous academic standard-based curriculum within a caring community. The staff at Helen Keller collaborates with families and the community to provide challenging and real-life opportunities while preparing students for success in a diverse society and an ever-changing world. Students become confident learners as they become college and career ready. We expect all students to develop a responsibility for their own behavior and learning and concern for others. We utilize all of our available resources and seek resources available in our community to improve student learning and achievement. Our goal is to provide our students with a

## 2025-26 School Description and Mission Statement

safe and nurturing learning environment where students can excel and reach their academic potential.

As principal of Helen Keller Elementary, it is my goal to cultivate a community where children are educated for the 21st Century. We strive to achieve this by teaching students to think critically, internalize the responsibilities necessary to effectively participate in and contribute to society, become independent life-long learners, and appreciate diversity. We have high expectations for students to assume responsibility for their own learning. We expect students to come to school prepared to learn and contribute to the learning environment and be active participants in the learning process.

Parents to be active participants in our school, ensuring the success of their children. Parents' responsibilities include: supporting the school's policies and procedures, program goals, and being an active participant in their child's educational experiences, and always encouraging their child.

Our school offers comprehensive student-centered instructional programs. Our parents and staff are provided multiple opportunities to participate at school through social activities and instructional workshops, they include grade level chairpersons meetings, leadership team, parent /teacher workshops, technology workshops, School Advisory Councils, SBAC parent meetings, academic assemblies, GATE meetings, Title I meetings, and parent conferences. In 2024-2025, our school increased by 10% in Math and by 4% in ELA on the SBAC assessment. Our school shines as a bright beacon for students, putting forth an exemplary effort to ensure that every student is ready for 21st-century college and careers. We are very proud of our hard work and effort in gaining this accomplishment. We strive to continue to achieve at a high level of excellence.

Mrs. Yamiler Varela , PRINCIPAL

### Major Achievements

#### Standards, Assessment, and Accountability:

- Data became an important part of staff meetings and discussions. Data Reflection meetings for English language arts common assessments were held every 4-6 weeks for all grade levels.
- English Language Learner data as reflected in ELPAC performance was reviewed with parents during English Learner Advisory Council meetings.

#### Opportunity Equals Access:

- English Language Learners, Special Education, and under-performing students participated in extended learning time intervention during the school day.
- Additionally, monthly and quarterly assemblies recognized students' personal successes- both academic and character education.

#### Teaching and Learning:

- Teaching and learning materials such as technology equipment, educational games, and leveled readers were purchased to support students' academic needs.
- Teachers implementing new tech licenses aimed at Distance Learning

#### Focus for Improvement

- Monthly parent workshops
- Progress reports and parent meetings for students requiring additional support.
- Parent and Student Orientation Program
- Monthly meetings for School Site Council leadership, grade level chairs, community liaison, Instructional Lead, and principal to review student academic progress Intervention provided during the school day for students requiring additional support in the areas of English language arts and math.
- Increase communication with parents regarding their child's progress
- SST meetings being held regularly to address needs of students, addressing both academic and social-emotional needs

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	53
Grade 2	57
Grade 3	46
Grade 4	48
Grade 5	58
Grade 6	53
Total Enrollment	407

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
Asian	0.5
Black or African American	6.6
Hispanic or Latino	91.2
Native Hawaiian or Pacific Islander	0.2
White	1.5
English Learners	20.9
Foster Youth	0.5
Homeless	9.8
Migrant	2.2
Socioeconomically Disadvantaged	95.1
Students with Disabilities	11.8

#### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19	100	473.5	89.37	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	5.2	0.99	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	5.8	1.11	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	18	3.41	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	27.1	5.11	15831.9	5.67
<b>Total Teaching Positions</b>	19	100	529.8	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17	97.14	449.1	86.9	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	4	0.77	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	18.4	3.57	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	17.8	3.46	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.5	2.86	27.3	5.3	14303.8	5.15
<b>Total Teaching Positions</b>	17.5	100	516.8	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17	100	419	82.99	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	9.9	1.98	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	20	3.98	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	14.1	2.79	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	41.7	8.26	13705.8	4.91
<b>Total Teaching Positions</b>	17	100	504.9	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Lynwood USD adopts instructional materials from the approved lists provided by the California Department of Education. As part of the adoption process, the district pilots potential programs with teachers to gather input and evaluate their effectiveness. This collaborative approach ensures that the instructional materials selected meet the diverse needs of our students and align with the California's content standards.

Year and month in which the data were collected

01/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill - World of Wonders for Pre-K and TK, 2018	0
	Houghton Mifflin Harcourt - Journeys CA Student Edition Set for Grades Kindergarten - 5th, 2017	
	SRA McGraw Hill - Study Sync: CA Student Edition for Grade 6, 2017	
<b>Mathematics</b>	McGraw Hill - My Math for Pre-K and TK, 2018	0
	Houghton Mifflin Harcourt - California Go Math for Grades Kindergarten - 6th, 2015	
<b>Science</b>	McGraw Hill - Inspire Science for Pre-K and TK, 2018	0
	McGraw Hill - CA Inspire Science for Grades Kindergarten - 6th, 2019	
<b>History-Social Science</b>	Savvas Learning Company - My World Interactive for Pre-K and TK, 2019	0
	Savvas Learning Company - My World Interactive for Grades Kindergarten - 5th, 2019	
	Savvas Learning Company - Ancient Civilizations for Grade 6, 2019	

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

## School Facility Conditions and Planned Improvements

The site is scheduled to for exterior painting upgrade throughout the campus the coming summer. The replacing exterior lights at various areas on the campus to energy efficient LED fixtures. The site well maintain by school site staff and students.

Year and month of the most recent FIT report

12/23/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Site is schedule for exterior painting the coming summer 2025. Buildings have the original coat of paint. Rubberized materials is worn and is being scheduled to be replaced.

## Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	37	42	31	34	47	48
<b>Mathematics</b> (grades 3-8 and 11)	22	33	20	23	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	204	201	98.53	1.47	41.79
Female	95	93	97.89	2.11	45.16
Male	109	108	99.08	0.92	38.89
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	16	16	100.00	0.00	43.75
Filipino	0	0	0	0	0
Hispanic or Latino	185	182	98.38	1.62	41.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	31	29	93.55	6.45	3.45
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	137	136	99.27	0.73	42.65
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	31	100.00	0.00	6.45

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	204	203	99.51	0.49	32.51
<b>Female</b>	95	95	100.00	0.00	27.37
<b>Male</b>	109	108	99.08	0.92	37.04
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	16	16	100.00	0.00	18.75
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	185	184	99.46	0.54	33.70
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	31	31	100.00	0.00	3.23
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	137	136	99.27	0.73	32.35
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	31	31	100.00	0.00	6.45

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	10.17	19.64	11.64	13.54	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	56	56	100.00	0.00	19.64
Female	27	27	100.00	0.00	18.52
Male	29	29	100.00	0.00	20.69
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	51	51	100.00	0.00	21.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	35	100.00	0.00	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

### B. Pupil Outcomes

#### 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.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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## 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 regarding the school district and at each school site.

#### 2025-26 Opportunities for Parental Involvement

Parent involvement takes on many roles at Helen Keller. Parents are given the opportunity to learn study skills to assist their children in English language arts and math. They are actively involved in all school advisory councils (e.g. Chair and Co-Chair), school-wide assemblies, parent volunteer programs, extracurricular activities (e.g. coach-folkloric dance group, track and field), office and library assistant. Parents are also provided an opportunity to assist teachers in their child's classrooms. We have monthly parent workshops that focus on health and well-being. We have a community liaison that assists parents with a variety of needs they may have concerning their child's academic, social, and emotional progress. Parents participate in a parent-teacher organization (PTO). Parents are also offered opportunities to attend CAFE yearly, a conference geared toward the support of English Language Learners. Several times a month, the Family Engagement Specialists offer workshops for parents on various topics: internet safety, parenting classes, how to support students academic, among other topics.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	433	426	137	32.2
Female	207	203	68	33.5
Male	226	223	69	30.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	36	35	19	54.3
Filipino	--	--	--	--
Hispanic or Latino	388	382	115	30.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	88	86	22	25.6
Foster Youth	--	--	--	--
Homeless	35	34	9	26.5
Socioeconomically Disadvantaged	419	413	132	32.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	73	73	24	32.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### 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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.56	4.66	0.92	2.9	3.27	2.79	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.92	0.00
Female	0.48	0.00
Male	1.33	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.78	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.77	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.95	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

Student safety when traveling to school or home is of the utmost concern for staff and parents. We ensure safety on campus by locking all exit gates by 8:45 am. All gates are monitored by campus employees. Parents have to enter through the school office where they are asked for picture identification. Emergency equipment is maintained on the campus. Teachers and staff review their specific emergency plans annually by establishing safety protocols that are communicated to staff, parents, and students. Monthly emergency drills are held quarterly at the school. A safety protocol was sent home to all parents to review. The grounds are monitored daily by the principal, the custodians, and the campus monitors throughout the day. Emergency contact cards are updated each school year for every student. Emergency phone numbers and student addresses are updated when needed. Parent Volunteers assist staff at dismissal to support student safety. The school safety plan was updated by a team of staff members in January 2022 and approved by the School Site Council team members.

## D. Other SARC Information Information Required in the SARC

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

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	2	2	0
1	22	0	2	0
2	25	0	2	0
3	23	0	3	0
4	30	0	1	0
5	31	0	2	0
6	31	0	2	0
Other	34	0	1	1

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	0
1	26	0	2	0
2	24	0	2	0
3	27	0	2	0
4	32	0	2	0
5	31	0	2	0
6	23	1	2	0
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		2	
1	27		2	
2	29		2	
3	23		2	
4	24		2	
5	29		2	
6	27		2	

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, 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)	
Other	4

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,127.10	1,096.72	9,030.37	119,725.26
District	N/A	N/A	5,006.89	108,606.51
Percent Difference - School Site and District	N/A	N/A	57.3	9.7
State	N/A	N/A	11,146	103,743
Percent Difference - School Site and State	N/A	N/A	-21.0	14.3

## Fiscal Year 2024-25 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

## Fiscal Year 2024-25 Types of Services Funded

- Resources for Pregnant and Parenting Teens
- Positive Behavior and Support (PBIS)
- Assistance with Health Insurance Enrollment
- Afterschool Programs
- Academic Fieldtrips

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$60,886	\$62,783
<b>Mid-Range Teacher Salary</b>	\$92,083	\$97,783
<b>Highest Teacher Salary</b>	\$118,476	\$128,020
<b>Average Principal Salary (Elementary)</b>	\$148,791	\$160,224
<b>Average Principal Salary (Middle)</b>	\$150,920	\$166,992
<b>Average Principal Salary (High)</b>	\$167,880	\$180,971
<b>Superintendent Salary</b>	\$292,136	\$313,465
<b>Percent of Budget for Teacher Salaries</b>	26.31%	30.05%
<b>Percent of Budget for Administrative Salaries</b>	5.12%	5%

## Professional Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Teachers receive professional development at the school site and at the district level. Helen Keller is implementing the district's multi-year professional development plan. This plan provides training for all coaches, administrators, and teachers and includes:

- SWUN Math Professional Development
- Academic Coach Training
- Site Administrative Training and Coaching
- Culturally and Linguistically Responsive Teaching and Learning
- Thinking Maps Professional Development

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. In addition to the professional development opportunities at the district level, teachers also receive professional development at the school site on Common Core State Standards, Special Education Strategies, English Learner Strategies, etc.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
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**Professional Development**

<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	18	17	
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