

Lindbergh 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.

Admission Requirements for the University of California (UC)	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 https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	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 https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Lindbergh Elementary School
Street	3300 Cedar Street
City, State, Zip	Lynwood, CA 90262
Phone Number	(310) 603-1521
Principal	Jasmin D. Harris
Email Address	jdharris@mylUSD.org
School Website	http://lindbergh.lynwood.k12.ca.us/
Grade Span	K-6
County-District-School (CDS) Code	19647746020259

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

District Vision and Mission Statement

LUSD Mission Statement

The mission of Lynwood Unified School District, the cultivator of innovative thinkers, is to ensure each student fearlessly achieves his or her highest academic and personal aspirations while contributing to the greater society through a unique system distinguished by:

- People of great character who inspire and lead by example
- The instilling of courage to be creative

2025-26 School Description and Mission Statement

- The transformative uses of technology
 - Safe and clean environments
- The honoring of all voices of our community

Principal- Jasmin D. Harris

Supporting the mission of the LUSD are the following objectives:

- All students graduate college ready to achieve their highest academic and personal aspirations
- All students possess noble character
- Each student fulfills his/her vision of personal and professional success
- Each student actualizes his/her true identity through leading a purposeful life
- All students exceed grade level achievement and college content readiness assessments

School Vision and Mission Statement

Charles Lindbergh Mission Statement

Charles A. Lindbergh School is committed to providing a nurturing environment committed to achieving excellence by implementing a comprehensive educational program that promotes high standards in a risk free environment while developing self-esteem, responsibility, respect and wellness. All students are challenged to reach their maximum potential by learning at their functional level to provide a solid foundation of skills, knowledge and values to pursue lifelong learning and become constructive members of society. We are committed to providing a quality-learning environment on site and through distance learning so that each student can maximize his or her individual potential through a balanced curriculum, which emphasizes academic, social and physical growth. Possession of these skills and abilities will enable our students to be successful and productive in the 21st century.

We believe that all learners must become:

- Effective Communicators who will use verbal, written, artistic and technological forms of communication to give, send, and receive information.
- Inspired Learners who are accountable for demonstrating, assessing, and directing their present and life-long intellectual growth.
- Productive Workers who perform collaboratively and independently to create quality products and services that reflect personal pride and responsibility.
- Responsible Citizens who have a global and multi-cultural perspective, and who take the initiative for improving the quality of life for self and others.
- Resourceful Thinkers who independently and creatively strive to solve complex problems through reflection, taking risks, and thinking critically.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	68
Grade 2	77
Grade 3	80
Grade 4	100
Grade 5	73
Grade 6	75
Total Enrollment	552

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
American Indian or Alaska Native	0.4
Black or African American	6.9
Hispanic or Latino	91.3
Native Hawaiian or Pacific Islander	0.7
Two or More Races	0.2
White	0.5
English Learners	32.2
Foster Youth	0.5
Homeless	2.5
Migrant	0.4
Socioeconomically Disadvantaged	92.2
Students with Disabilities	13

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.5	96.08	473.5	89.37	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.2	0.99	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	5.8	1.11	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	18	3.41	11953.1	4.28
Unknown/Incomplete/NA	1	3.92	27.1	5.11	15831.9	5.67
Total Teaching Positions	25.5	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.5	92.16	449.1	86.9	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4	0.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.92	18.4	3.57	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.92	17.8	3.46	11746.9	4.23
Unknown/Incomplete/NA	0	0	27.3	5.3	14303.8	5.15
Total Teaching Positions	25.5	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20	75.7	419	82.99	230039.4	100
Intern Credential Holders Properly Assigned	2	7.57	9.9	1.98	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	7.57	20	3.98	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.1	2.79	12112.8	4.34
Unknown/Incomplete/NA	2.4	9.2	41.7	8.26	13705.8	4.91
Total Teaching Positions	26.4	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
Permits and Waivers	0.00	0	1
Misassignments	0.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	1	0

Class Assignments

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

01/2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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	
Mathematics	McGraw Hill - My Math for Pre-K and TK, 2018	0
	Houghton Mifflin Harcourt - California Go Math for Grades Kindergarten - 6th, 2015	
Science	McGraw Hill - Inspire Science for Pre-K and TK, 2018	0
	McGraw Hill - CA Inspire Science for Grades Kindergarten - 6th, 2019	
History-Social Science	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

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.

This past winter break the campus received new exterior LED light fixture upgrade at the various entry and exit areas of the campus. The past summer the cafeteria windows glass was replaced.

The school site is in the planning phase to receive new energy efficient air condition equipment at various buildings of the campus. Phase 1 installing HVAC unit was completed the past summer.

Year and month of the most recent FIT report

1/20/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	The main building older classrooms are being plan for new flooring and fresh coat of paint.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 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
English Language Arts/Literacy (grades 3-8 and 11)	34	35	31	34	47	48
Mathematics (grades 3-8 and 11)	27	25	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	321	307	95.64	4.36	34.85
Female	151	146	96.69	3.31	35.62
Male	170	161	94.71	5.29	34.16
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	16	15	93.75	6.25	26.67
Filipino	0	0	0	0	0
Hispanic or Latino	299	287	95.99	4.01	35.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	107	105	98.13	1.87	17.14
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	216	206	95.37	4.63	31.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	53	88.33	11.67	11.32

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
All Students	321	310	96.57	3.43	25.16
Female	151	148	98.01	1.99	22.30
Male	170	162	95.29	4.71	27.78
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	16	16	100.00	0.00	6.25
Filipino	0	0	0	0	0
Hispanic or Latino	299	289	96.66	3.34	26.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	107	105	98.13	1.87	22.86
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	216	208	96.30	3.70	24.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	53	88.33	11.67	5.66

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
Science (grades 5, 8 and high school)	21.43	14.08	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	72	71	98.61	1.39	14.08
Female	38	37	97.37	2.63	10.81
Male	34	34	100.00	0.00	17.65
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	68	67	98.53	1.47	14.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	27	27	100.00	0.00	7.41
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	51	100.00	0.00	13.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	9.09

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
Grade 5	95.5%	57.6%	31.8%	92.4	92.4%

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

Parents and the community are very supportive of the educational programs at Lindbergh Elementary. 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 Instructional Lead, Community Liaison, Community Schools Case Manager, and Principal. Parents are also invited monthly to "Coffee with the Principal" an open dialogue to provide support and build relationships with the community in an effort to provide opportunities of communication and understanding. In addition, parents also are involved in our PBIS program where we provide incentives for students to excel in school. Parents are now participating in Parent Square, our online portal used to communicate information via telephone or computer, Class Dojo, our website, and social media outlets. The PTA (Parent Teacher Association) was re-established this school year and the school is excited to collaborate with them to support school activities and programs. Community Schools parent programs include Zumba with the Principal, partnership parenting based workshops and Burning Calories and Crime

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	593	575	247	43.0
Female	281	271	113	41.7
Male	312	304	134	44.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	43	39	20	51.3
Filipino	--	--	--	--
Hispanic or Latino	540	527	221	41.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	193	186	68	36.6
Foster Youth	--	--	--	--
Homeless	17	15	9	60.0
Socioeconomically Disadvantaged	550	535	228	42.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	107	102	52	51.0

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
0.32	1.15	0.51	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	0.51	0.00
Female	0.00	0.00
Male	0.96	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.56	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	0.36	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

Safety of students and staff is a priority at Lindbergh Elementary. Administrators and teachers and staff regularly monitor the campus. Students are supervised at all times, with campus monitors and a campus safety officer overseeing safety during lunch, recess, before and after 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 (Spring Semester) 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. Additionally, as a result of COVID-19, we align ourselves with CDC, LACOE, District and all health organization expectations. It also discusses our safety protocols for our Centegix and Raptor systems. Planning and discussions occur on a consistent basis in maintaining a safe school environment. The Lynwood Unified School District is also partnering with community groups in order to improve our practices and prepare for a variety of situations.

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	3	0
1	20	1	2	0
2	23	0	4	0
3	24	0	3	0
4	25	0	3	0
5	25	0	3	0
6	26	0	3	0
Other	9	2	0	0

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	22	0	3	0
1	25	0	3	0
2	22	0	3	0
3	30	0	3	0
4	25	0	3	0
5	24	0	3	0
6	25	0	3	0
Other	9	2	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	30		2	
1	23		3	
2	23		3	
3	24		3	
4	31		3	
5	28		2	
6	30		2	
Other	14	3	1	

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	560

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)	1
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	9,438.10	841.91	8,596.19	114,560.76
District	N/A	N/A	5,006.89	108,606.51
Percent Difference - School Site and District	N/A	N/A	52.8	5.3
State	N/A	N/A	11,146	103,743
Percent Difference - School Site and State	N/A	N/A	-25.8	9.9

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
- * English Language Proficiency Assessments for California (ELPAC)
- * Special Education Services
- * Resources for Foster Youth and Homeless Students
- * Common Assessment Data Compilation
- * Socio-emotional and Mental Health Counseling and Resources
- * Positive Behavior Interventions and Support (PBIS)

Fiscal Year 2024-25 Types of Services Funded

- * Assistance with Health Insurance Enrollment
- * Afterschool Programs (Think Together)
- * Academic Fieldtrips
- * COVID-19 related services
- * Community Schools

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

Professional Development

During the Summer teachers have been given the opportunity to participate in staff developments that are called Summer Institutes. These institutes are 2-3 days in length. The topics have included Math, Language Arts, Writing, English Language Development, Equity, Social Emotional Learning, Community Schools Programs, and student engagement. These staff developments have been selected based on surveys that have been given to all educational partners. In addition, Math and Language Arts are the subject areas that are tested regularly through iReady benchmarks and at the end of the year during state tests.

Teachers engage in collaborative planning and professional developments throughout the school year, such as support for EL Learners, community schools, PBIS, SWUN Math and Social Emotional Learning. The School district and site teams 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

- 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.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	182	183	180