

Rosa Parks 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	Rosa Parks Elementary School
Street	3900 Agnes Avenue
City, State, Zip	Lynwood, CA 90262
Phone Number	(310) 603-1401
Principal	Celinna Pinelo
Email Address	cypinelo@mylusd.org
School Website	https://rosaparks.mylusd.org/
Grade Span	K-6
County-District-School (CDS) Code	19647746116685

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

Principal's Message

As principal, I am pleased to present our Annual School Accountability Report for Rosa Parks Elementary School. Our goal in presenting you with this information is to keep you, the community and public, informed as to the achievement and educational advancements of Rosa Parks Elementary. Our mission is to provide all students with a prescriptive, challenging, differentiated, standards-based program collaborating with staff, families, and community to ensure grade-level proficiency in a safe, clean and stimulating environment. Our desire is to keep the lines of communication open and welcome any suggestions, comments, and/or questions you may have.

2025-26 School Description and Mission Statement

OUR MISSION:

The mission of Rosa Parks Elementary is to inspire, empower, and prepare every student to achieve their optimal potential, be successful citizens, and lifelong learners with the necessary knowledge and skills for the 21st century.

Rosa Parks Elementary, the tenth elementary school of the Lynwood Unified School District, is located at 3900 Agnes Avenue in Lynwood, California. We provide an environment that is culturally inclusive, promoting dignity and respect for the entire community. The school operates on a traditional calendar servicing 340 students from TK – 6th grade. As a school community we are dedicated to four core beliefs; Be Safe, Be Responsible, Be Respectful, and Be a Learner. Our faculty/staff is committed to implementing an intensive, balanced, standards-based curriculum to ensure each child's success. The core program is provided to all students through high-quality educational experiences and effective research-based instructional practices and materials. Throughout the year, students are regularly assessed in Mathematics and Reading to inform teacher instruction. The goal is to have all students meet and/or exceed the Common Core State Standards.

OUR VISION:

The Vision of RPES is to:

Address the needs of the whole child throughout the year (academic, social, and emotional)
Provide quality and equitable instruction for all students
Standards based academic instruction
21st Century Skills (critical thinkers, technology skills, collaboration, STEAM, life-long learning)

Setting high expectations for all students
Character development/behavioral success
Academic goals

Provide a safe and clean campus/classroom environment
Partnerships with families and our community
Create more opportunities for staff to develop capacity in the areas of professional development, and other instructional learning strategies

It is a pleasure to be a part of Rosa Parks Elementary School and we are proud of our students and their accomplishments.

Celinna Pinelo, Principal RPES

Focus for Improvement

- Rosa Parks will continue to focus on increasing the rigor of instruction to reflect the expectations of the Common Core. Common Core is a set of standards developed by the federal government in the hopes of unifying education standards nationwide. We will continue to improve reading strategies, small group instruction, and incorporate writing with a focus on academic language development. Instruction in mathematics will include the use of hands-on materials (manipulatives) to build comprehension of math concepts and skills. Student progress will be measured through benchmark assessments in English and Mathematics.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	54
Grade 1	42
Grade 2	44
Grade 3	51
Grade 4	44
Grade 5	51
Grade 6	57
Total Enrollment	343

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
Asian	0.3
Black or African American	9.3
Hispanic or Latino	90.1
White	0.3
English Learners	26.2
Foster Youth	1.2
Homeless	5.2
Migrant	1.2
Socioeconomically Disadvantaged	94.5
Students with Disabilities	13.4

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)	17.9	100	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	0	0	27.1	5.11	15831.9	5.67
Total Teaching Positions	17.9	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)	15	100	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)	0	0	18.4	3.57	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	17.8	3.46	11746.9	4.23
Unknown/Incomplete/NA	0	0	27.3	5.3	14303.8	5.15
Total Teaching Positions	15	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)	15	100	419	82.99	230039.4	100
Intern Credential Holders Properly Assigned	0	0	9.9	1.98	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	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	0	0	41.7	8.26	13705.8	4.91
Total Teaching Positions	15	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	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	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

01/2025

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

The Rosa Parks campus is scheduled to replace old tubular classrooms lighting as well as gatherings rooms with new upgraded LED light fixtures at various classrooms as well as replacing exterior lighting to LED fixtures. The school site is in the planning phase to receive new energy efficient air condition equipment in the coming year at various buildings. The asphalt replacement is a capital improvement project which will be required Department of State Architect to review the design plans once they are developed to make the necessary play ground repairs to the asphalt.

Year and month of the most recent FIT report

09/21/2024

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			
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	X		Fascia boards at roof lines are needing to be replaced at Cafeteria building . This work will need to planned and scheduled during the summer months.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	The asphalt play area large cracks at various locations. The District has hired a soils engineer to investigate, the cause of the cracks and to provide recommendation to remediate the issue.

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)	28	29	31	34	47	48
Mathematics (grades 3-8 and 11)	25	26	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	195	195	100.00	0.00	28.72
Female	98	98	100.00	0.00	33.67
Male	97	97	100.00	0.00	23.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	19	19	100.00	0.00	31.58
Filipino	0	0	0	0	0
Hispanic or Latino	174	174	100.00	0.00	28.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	48	48	100.00	0.00	2.08
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	137	137	100.00	0.00	31.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	29	100.00	0.00	6.90

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	195	193	98.97	1.03	26.42
Female	98	97	98.98	1.02	25.77
Male	97	96	98.97	1.03	27.08
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	19	19	100.00	0.00	31.58
Filipino	0	0	0	0	0
Hispanic or Latino	174	172	98.85	1.15	26.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	48	48	100.00	0.00	6.25
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	137	136	99.27	0.73	25.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	29	100.00	0.00	20.69

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)	8.62	22.45	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	49	49	100.00	0.00	22.45
Female	27	27	100.00	0.00	33.33
Male	22	22	100.00	0.00	9.09
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	38	38	100.00	0.00	21.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
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	17.14
Students Receiving Migrant Education Services	--	--	--	--	--
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

Parents are invited and welcomed at Rosa Parks Elementary School.

Parent Advisory Councils:

The School Site Council (SSC) is a governing body comprised of families, teachers, community members and site administration. The main function of the SSC is to maintain the site plan - the blueprint for our instructional program. The School Advisory Committee (SAC) is a school-based parent group intended to represent the school, the community, and those persons closest to the students. The group shares responsibility for guiding the school toward continuous improvement takes site concerns/feedback to the District Advisory Committee (DAC). The English Learner Advisory Committee (ELAC) provides feedback to the SSC in regards to the site's English Learner program as well as the District English Learner Advisory Committee (DELAC). ELAC ensures the English Learner program at our site meets the diverse needs of the students. ELAC provides feedback to the School Site Council (SSC).

Parent Meetings:

Back to School Night, Annual Title I Meeting, Family Nights, Parent Conferences, Open House, Chat with the Principal (monthly), ELAC and SSC meetings.

Parent Volunteer:

Parents volunteers are needed on the playgrounds, in the classrooms, field trips, and in the parking lot. *Parent Volunteer Applications are available in the front office.

Rosa Parks PTO - Parent Teacher Organization - school events and fundraising.

Parent Involvement Coordinator (name/phone):

Kieshia Meeks, Instructional Lead
(310) 603-1401

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	368	352	156	44.3
Female	179	173	80	46.2
Male	189	179	76	42.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	41	35	13	37.1
Filipino	--	--	--	--
Hispanic or Latino	325	315	142	45.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	92	92	38	41.3
Foster Youth	--	--	--	--
Homeless	21	21	7	33.3
Socioeconomically Disadvantaged	347	336	153	45.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	63	60	29	48.3

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	1.94	2.72	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	2.72	0.00
Female	1.68	0.00
Male	3.70	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	2.44	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.46	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	2.88	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.76	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

Rosa Parks Elementary School strives to be an inviting school where children and adults are safe. The safety of all staff and students is a primary concern at Rosa Parks Elementary School. We plan in advance procedures to follow, if and when emergency situations occur, thereby reducing the risks of unnecessary injury and minimizing confusion and complications. The School Safety Plan is revised/updated yearly by the Staff and School Site Council. The 2024-2025 School Safety Plan was updated and approved on February 8, 2024. The School Safety Plan was board approved during the Spring of 2024. This School Safety Plan is developed to assist the faculty and staff of Rosa Parks Elementary School with the implementation of the school's established procedures for crisis management and to provide an outline of each procedure. During the year, personal and school safety education, which will include health, drug awareness, conflict resolution, and emergency procedures will be taught and incorporated into the school curriculum. Emergency drills are routinely held for earthquake and fire preparedness.

The educational partners at Rosa Parks Elementary are steadfast in ensuring the school is a safe place. Ongoing conversations are held to provide input on continuous improvement in safety matters. The staff at Rosa Parks is updated with safety procedures on an ongoing basis, and parents are kept informed by memos and parent meetings. We have controlled access to the campus with one main office entrance and exit which includes a sign-in/out procedure with I.D. check-in for visitors during school hours. Campus monitors and/or teachers supervise playgrounds before, during, and after school hours. Our faculty and staff are trained and implementing Positive Behavioral Interventions and Supports to increase school safety and build a positive school climate.

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	26	0	3	0
1	25	0	2	0
2	22	0	2	0
3	28	0	2	0
4	28	0	2	0
5	32	0	1	0
6	29	0	2	0
Other	0	0	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	2	0
1	24	0	2	0
2	25	0	2	0
3	23	0	2	0
4	29	0	2	0
5	29	0	2	0
6	30	0	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	17	2		
1	21	1	1	
2	22		2	
3	26		2	
4	29		1	
5	34			1
6	29		2	
Other	32		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	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	1
Resource Specialist (non-teaching)	
Other	3

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	10,086.28	913.82	9,172.45	116,602.55
District	N/A	N/A	5,006.89	108,606.51
Percent Difference - School Site and District	N/A	N/A	58.8	7.1
State	N/A	N/A	11,146	103,743
Percent Difference - School Site and State	N/A	N/A	-19.4	11.7

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 (ELPAC)
- 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 (LCAP)
- Community Schools Funding

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

Rosa Parks Elementary School is implementing the district's multi-year professional development plan that sets high expectations for staff and effective instruction and assessment data to improve student achievement. This plan provides training for all coaches, administrators, and teachers. The overall goal of professional development (PD) for our educators is improvement in teaching and learning through a lens of equity, access, and justice. PD's serve as a means to: improve instructional strategies, improve teaching, and improve outcomes for student to develop standards based benchmarks for their respective grade levels.

All professional development (PD) that is given to teachers will also be attended by school administration and the school Instructional Lead. This year PD includes: PBIS, SEL Instruction, EL Instruction, Restorative Practices, Culturally and Linguistically Responsive Teaching, Adopted Social Studies Curriculum PD, Technology Based PD, and other various topics. Throughout the year, Wednesdays are dedicated to Staff Development. During this time teachers are able to receive professional development, collaborate and plan with grade-level, discuss data, and work towards school improvement. This year in particular, teachers have spent some time in phonemic awareness practices through UFLI program. In addition, LUSD has established Non-Pupil Days/Teacher Work Days that serve as an opportunity for teachers to receive targeted professional development. For example, this school year, teachers participated in Teacher Wellness PD supported by the district PD committee.

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.

Professional Development

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	182 Staff Meeting/ Dev days and 5 days for teacher prep and PD	127	