

Will Rogers 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	Will Rogers Elementary School
Street	11220 Duncan Avenue
City, State, Zip	Lynwood
Phone Number	3106031542
Principal	David Morales
Email Address	dmmorales@mylUSD.org
School Website	https://willrogers.mylUSD.org/
Grade Span	K-6
County-District-School (CDS) Code	19647746020309

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
 Will Rogers School is located in the northeast area of Lynwood, CA close to the intersection of Imperial Hwy. and Atlantic Blvd. We are a PBIS school where everyone feels welcome! Teachers are valued, esteemed, and their professionalism is nurtured. The Will Rogers' staff provides all students with a curriculum which is based on the California State Standards. Staff collaborates on a regular basis and focuses on assessment data reflections. The diligent work of our faculty and staff assures our students and parents that their education is at the top of their list. We serve a wonderful community with supportive parent involvement. Our parents participate in educational field trips, volunteer on a regular basis, attend workshops, attend academic competitions, and are part of the school decision making process through our school councils. Our school has a 1:1 device to

2025-26 School Description and Mission Statement

student ratio. We have an Innovation Lab that focuses on providing our students with a wide range of STEM educational opportunities. Students at Will Rogers are assured opportunities to grow academically, physically and socially as they work toward making positive contributions to our society.

David Morales, PRINCIPAL

The mission of WILL ROGERS ELEMENTARY is aligned to the mission statement of the Lynwood Unified School District.

Vision Statement

The vision of Will Rogers School is to have each student achieve his or her highest academic and personal aspirations by building a solid foundation for future success in college and career as a responsible citizen in a global society.

Major Achievements

- We offer a Spanish Dual Immersion program for grades Kindergarten through sixth grade.
- Our school has been honored with the PBIS Platinum Award for two consecutive years.
- Will Rogers is a California Gold Ribbon School and a Title I Academic Achievement Award recipient.
- Our GATE students continue to participate in a free, on site, after school program.
- All students participate in art sessions that include visual, theater and music.
- Kindergarten and 1st Grade students receive art enrichment through collaboration with the Music Center
- Our 5th grade students participate the Conga Kids partner-dance program for 19 teachable lessons.

school year.

Focus for Improvement

- Increase parent participation, to make parents feel welcome on campus. Recognize our parent council members and volunteer efforts and provide parent educational opportunities.
- Providing on-going Professional Development in all areas of instruction as identified through grade level leadership meetings and students data.
- Providing support for teachers to provide scaffolded tier instruction and targeted tier II small group instruction to meet students individual needs.
- Continued to provide time for teachers for Guided Planning to meet in grade level teams to plan upcoming instruction.
- Before and After school and Targeted Reading Intervention during the school day was provided to our students that did not show standards mastery on regular benchmark assessments or state assessments along with increasing literacy skills in grades 1st and 2nd.
- Increase designated ELD support to teachers to improve the performance of our English Learners.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	143
Grade 1	90
Grade 2	82
Grade 3	97
Grade 4	99
Grade 5	83
Grade 6	90
Total Enrollment	684

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
Asian	0.3
Black or African American	3.2
Hispanic or Latino	95.6
Two or More Races	0.3
White	0.6
English Learners	36
Foster Youth	0.7
Homeless	3.2
Migrant	0.4
Socioeconomically Disadvantaged	90.1
Students with Disabilities	9.1

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)	27.3	96.47	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)	1	3.53	18	3.41	11953.1	4.28
Unknown/Incomplete/NA	0	0	27.1	5.11	15831.9	5.67
Total Teaching Positions	28.3	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)	27	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	27	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)	26.5	84.13	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)	1	3.17	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	4	12.7	41.7	8.26	13705.8	4.91
Total Teaching Positions	31.5	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	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	1

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	1.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	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	
	Houghton Mifflin Harcourt - Senderos Student Edition Set for Grades Kindergarten - 5th Dual Language Immersion, 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 - Mi Mundo Interactivo for Grades Kindergarten - 5th Dual Language Immersion, 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 being well maintained and kept in a good clean conditions. The coming summer the site is scheduled for a fresh coat of paint at all campus buildings. The school site is in the planning phase to receive new energy efficient air condition equipment at various buildings of the campus.

Year and month of the most recent FIT report

1/28/2025

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Electrical exit signs have been vandalize. District electrician order signs and to be installed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Floor drain is in properly installed causing trip hazard. District personnel to secured grilled by welding plate.
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)	36	38	31	34	47	48
Mathematics (grades 3-8 and 11)	32	35	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	370	352	95.14	4.86	37.78
Female	172	162	94.19	5.81	44.44
Male	198	190	95.96	4.04	32.11
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	16	16	100.00	0.00	37.50
Filipino	0	0	0	0	0
Hispanic or Latino	351	333	94.87	5.13	37.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	142	127	89.44	10.56	4.72
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	253	246	97.23	2.77	35.37
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	27	93.10	6.90	11.11

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	370	363	98.11	1.89	34.99
Female	172	168	97.67	2.33	36.90
Male	198	195	98.48	1.52	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	16	16	100.00	0.00	37.50
Filipino	0	0	0	0	0
Hispanic or Latino	351	344	98.01	1.99	35.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	142	139	97.89	2.11	10.07
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	253	250	98.81	1.19	32.40
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	27	93.10	6.90	14.81

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)	24.18	15	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	82	80	97.56	2.44	15.00
Female	40	39	97.50	2.50	20.51
Male	42	41	97.62	2.38	9.76
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	80	78	97.50	2.50	15.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	29	27	93.10	6.90	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	53	98.15	1.85	7.55
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

The Will Rogers PTA and parent volunteers are a vital support to our school. They have assisted with field trips, safety, campus clean-ups, and enriching activities. In addition, each school year parents spearhead student events and activities such as fairs, fundraisers, field trips, luncheons, decorations, and PBIS events. Parents at Will Rogers also have the opportunity to provide leadership and governance to the school as members of the School Site Council, English Language Advisory Committee and the School Advisory Council. Parents meet monthly with administration and staff to work toward completion of the Single Plan for Student Achievement. Moreover, parents provide input on parent workshops that have a direct impact on student achievement and overall well-being. Parents attend conferences with their child's teacher twice per year and informally meet with teachers when needed. Parent involvement is instrumental in pursuing high levels of academic achievement at Will Rogers. We also constantly provide parents learning opportunities, such as Family Math Night, Family Literacy Project, Family Arts Night, along with other opportunities. Our community liaison, community schools coordinator, social emotional specialist, along with our instructional leads, focus on creating a welcoming Parent Center where parents have access to parent workshops, district information along with county resources.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	719	709	222	31.3
Female	331	329	98	29.8
Male	388	380	124	32.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	24	24	11	45.8
Filipino	--	--	--	--
Hispanic or Latino	687	677	207	30.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	267	264	78	29.5
Foster Youth	--	--	--	--
Homeless	22	22	10	45.5
Socioeconomically Disadvantaged	651	643	214	33.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	76	76	24	31.6

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
1.21	0.69	0.28	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	0.28	0.00
Female	0.00	0.00
Male	0.52	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	0.29	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	0.37	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.31	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

The safety of students and staff is a primary concern at Will Rogers Elementary. Administrators, teachers and staff, security, custodial staff, and campus monitors regularly monitor the campus; they never lose sight of the safety and welfare of our student population. Students are supervised at all times. Campus monitors oversee the safety of students before school, at recess, and during lunch. At dismissal time, primary grade teachers escort their classes to designated pick-up gates, and after school staff escorts students to after school program. Transitional Kindergarteners and Kindergarteners are released only to their parents or caregivers. We are a closed campus to ensure our students' safety; however, we welcome parents and community members to visit the campus. Anyone wishing to be on school grounds during operating hours must notify the staff ahead of time and must check in the Main Office upon arrival. All visitors must sign in at the Main Office and wear identification badges throughout the duration of their visit. District security officers patrol the campus daily along with patrolling the surrounding area to ensure the safety of students, staff, and facilities.

The school safety plan is revised every spring by the School Site Council. Revisions are shared immediately with all members of the staff. Staff is provided ongoing training and information related to school safety. The key elements outlined within the plan include: 1) child abuse reporting procedures; 2) teacher notification of dangerous pupils procedures; 3) disaster response procedures; 4) procedures for safe entrance and exit from school; 5) sexual harassment policy; 6) suspension and expulsion policies; 7) dress code; 8) discipline policies. Furthermore, the school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a foreseen and unforeseen disaster. Moreover, to prepare for the unknown, fire, disaster, lockdown, and intruder drills are conducted on a regular basis throughout the school year.

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	24	0	5	0
1	23	0	4	0
2	24	0	4	0
3	22	1	2	0
4	26	0	3	0
5	24	1	3	0
6	30	0	3	0
Other	14	3	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	1	3	0
1	21	1	3	0
2	23	1	3	0
3	25	0	4	0
4	31	0	1	0
5	31	0	2	0
6	26	1	1	1
Other	26	0	2	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	23		4	
1	23	2	2	
2	21	3	1	
3	24		4	
4	25	1	3	
5	30		1	
6	30		2	
Other	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	6

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	9,768.11	925.62	8,842.49	116,930.27
District	N/A	N/A	5,006.89	108,606.51
Percent Difference - School Site and District	N/A	N/A	55.4	7.4
State	N/A	N/A	11,146	103,743
Percent Difference - School Site and State	N/A	N/A	-23.0	12.0

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)
- Special Education Services
- Resources for Foster Youth and Homeless Students
- Common Assessment Data Compilation
- Socio-emotional and Mental Health Counseling and Resources
- Resources for Pregnant and Parenting Teens

Fiscal Year 2024-25 Types of Services Funded

- Positive Behavior and Support (PBIS)
- Afterschool Programs
- Academic Fieldtrips
- Afterschool Enrichment Clubs

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

Teachers continue to attend the district Summer Institute which provides grade level or topic-specific professional development. In addition, teachers participate in three pupil free days in which they attend specialized professional development based on student academic and social needs. Many different teaching strategies are included during this time that reinforces the following strategies: Small Group Instruction, Effective Centers, Golden Ticket lesson model, Designated and Integrated ELD, SWUN Math and Common Core. Evidence of these strategies was observed by the administration during classroom walkthroughs throughout the academic school year. In addition, the Instructional Lead provided opportunities during the school day for teaching strategies and support based on data during reflections, administration recommendations, or teachers' requests. Each grade level also participates in multiple Guided Planning Sessions during the school day for lesson planning to ensure students' knowledge of the standards.

At the school site, all teachers are trained in administering the current state assessment to measure English Proficiency for English Learners (ELPAC). All teachers were also trained on the EL Master Plan, in which the identification, placement, instruction, and reclassification processes were reviewed.

Teachers are trained in Google Apps and as a result have received Chromebooks specifically for the students in the classroom. Some teachers attend Digital Educator Institutes to best implement technology in their classroom. Additionally, all teachers have been trained in Google Classroom and use it both to communicate and work with their students but also a resource for themselves to share lessons and work together collaboratively. As teachers receive individual training they become the experts and are expected to train and support their grade-level peers. When we attend training of trainer workshops, teachers return to Will Rogers and share their learning with their fellow grade-level team members.

Additionally, we have implemented of SWUN Math in grades K-6. .

Multiple teachers, one parent, a classified staff member and the site principal form the PBIS site team and have been receiving Professional Development on its creation and ongoing implementation. This team has been training the rest of the staff and is looking forward to implementing Tier III interventions.

Professional Development

Our school is also implementing the district's multi-year professional development plan. This plan provides training for all coaches, administrators, and teachers and includes:

- Dual Immersion Guiding Principles
- Mindfulness training
- Researched based professional development that supports students' needs and based on student data
- Site Administrative Training and Coaching
- Strategies Training and Practicum (with ELD/Academic Language Development for English Learners) outlined throughout the year
- Professional development for teachers & administrators on instruction in Standard English for African American students which includes follow up work with teachers and students
- Ongoing grade level specific math professional development
- Training for both administration and teachers on newly acquired ELA adopted materials.
- Various supports provided from Educators Cooperative including in-class support and support with claims, targets and district-adopted instructional matrices.
- Training for administration and teachers on recognizing signs and dangers of Human Trafficking
- Training for teachers on Thinking Maps implementation across the curriculum

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		