

Lynwood High 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	Lynwood High School
Street	12124 Bullis Rd
City, State, Zip	Lynwood, CA 90262
Phone Number	(310) 603-1582
Principal	Ana Gonzalez
Email Address	angonzalez@mylUSD.org
School Website	https://lhs.mylUSD.org/
Grade Span	9-12
County-District-School (CDS) Code	19647741935436

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

Lynwood High School is a comprehensive high school dedicated to meeting the diverse needs of its students. Our primary focus is ensuring that all students meet the A-G requirements and have the opportunity to pursue higher education. Lynwood High School places a strong emphasis on supporting underrepresented students to ensure they can apply for college and financial aid. In the previous year, 87% of our A-G eligible students applied to a four-year university, and 95% of our seniors applied for financial aid.

2025-26 School Description and Mission Statement

Our teachers are committed to improving classroom instruction and aligning curricula with state standards. They regularly attend professional development workshops and collaborate to enhance student achievement. Districtwide professional development ensures that teachers stay informed about the latest advancements in their content areas and our schoolwide instructional focus. Lynwood High School offers 14 Advanced Placement (AP) courses, open to all students ready to challenge themselves with college-level curricula. In 2024, Lynwood High School was once again recognized on the AP College Board Honor Roll. This honor highlights our commitment to increasing student access to AP courses and supporting their success. We advanced from Bronze in 2023 to Gold status in 2024.

Our AVID program provides four years of support, including tutorials and field trips, to help students gain access to college. Lynwood High School also provides several Career and Technical Education (CTE) pathways in partnership with local colleges and universities. These pathways include Project Lead the Way (Engineering and Biomedical), Culinary Arts, Photography, and Dance. Through partnerships with Compton College and Cerritos College, students can take college courses on our campus and earn college credits.

Our award-winning band program has earned recognition in community parades and state competitions. Lynwood High School also offers a variety of extracurricular opportunities, including clubs that engage students in community service, real-world experiences, field trips, and competitions. Each year, new clubs and organizations are introduced to expand student involvement. Our athletic program is a source of pride, with 13 varsity sports competing in the San Gabriel Valley League of CIF. Last year, our Boys Basketball team won a CIF State Championship. We also offer junior varsity and freshmen teams to ensure athletic opportunities for all interested students.

Lynwood High School prioritizes student well-being through a safe learning environment supported by Positive Behavioral Interventions and Supports (PBIS). PBIS helps establish behavioral expectations and policies based on data, fostering a positive school culture. Lynwood High School has been recognized as a PBIS school for five consecutive years, progressing from Silver to Platinum status last 2 years.

Our campus community is supported by two full-time college technicians, four 9th-12th grade counselors, and a support counselor who assist with academic, career, and social-emotional needs. Counselors provide referrals to external organizations for additional family support. Lynwood High School also participates in a health collaborative, offering mental health resources to students and families. We are in our third year of implementing a schoolwide Social Emotional Learning (SEL) curriculum, using School Connect to engage students in SEL activities. As a Community School in partnership with LACOE, we adhere to four pillars: integrated student supports, family and community engagement, collaborative leadership and practices, and extended learning opportunities.

Currently, Lynwood High School serves 1,652 students in grades nine through twelve on a traditional school calendar. Our staff believes in the right of every child to receive a quality education and is committed to promoting growth and developing productive citizens. We continuously evaluate our programs to identify areas for improvement and strive to connect with students while delivering the best education possible.

As principal, I am dedicated to fostering strong relationships with parents, students, and community partners. My goal is to guide and support our staff and students to achieve their highest potential in a safe and nurturing environment.

Ana Gonzalez, PRINCIPAL

Lynwood High School Mission Statement:

Lynwood High School's mission is to prepare students for college and career, instill life-long learning, and develop a sense of community by providing meaningful educational opportunities which cultivate pride, accountability, and integrity.

Vision Statement:

Lynwood High School has the vision to be a model of excellence in developing all students academically, emotionally, and socially, thus empowering students to compete and contribute in a global society.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	450
Grade 10	493
Grade 11	467
Grade 12	448
Total Enrollment	1,858

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
American Indian or Alaska Native	0.1
Asian	0.1
Black or African American	6.9
Hispanic or Latino	91.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.2
White	0.6
English Learners	20
Foster Youth	0.7
Homeless	8.6
Migrant	0.9
Socioeconomically Disadvantaged	97.1
Students with Disabilities	14.5

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)	73.8	81.86	473.5	89.37	234405.2	84
Intern Credential Holders Properly Assigned	1.5	1.66	5.2	0.99	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.8	0.94	5.8	1.11	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.7	4.19	18	3.41	11953.1	4.28
Unknown/Incomplete/NA	10.2	11.33	27.1	5.11	15831.9	5.67
Total Teaching Positions	90.1	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)	65.9	77.11	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)	5.7	6.68	18.4	3.57	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.9	5.77	17.8	3.46	11746.9	4.23
Unknown/Incomplete/NA	8.9	10.43	27.3	5.3	14303.8	5.15
Total Teaching Positions	85.5	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)	65.8	80	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)	3.3	4.12	20	3.98	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.3	4.06	14.1	2.79	12112.8	4.34
Unknown/Incomplete/NA	9.7	11.8	41.7	8.26	13705.8	4.91
Total Teaching Positions	82.3	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	3	1.9
Misassignments	0.80	2.7	1.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.80	5.7	3.3

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	1.70	1	0
Local Assignment Options	2.00	3.9	3.3
Total Out-of-Field Teachers	3.70	4.9	3.3

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)	1	4	1.4
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	0.6

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

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Year and month in which the data were collected

1/2018

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	BFW Publishers, The Language of Composition, 2013 BFW Publishers, Patterns for College Writing, 2012 BFW Publishers Literature and Composition Reading, Writing, Thinking, 2017 Hampton Brown, Edge Reading, Writing, and Language Fundamentals, 2009 Hampton Brown, Edge Reading, Writing, and Language Fundamentals, Level A & B, 2006 CSU Expository Reading & Writing Course (Semesters 1 & 2), 2013 Holt Literature and Language Arts 3rd Course English/Language Arts 2003 Holt Literature and Language Arts 4th Course English/Language Arts 2003 Holt Literature and Language Arts 5th Course English/Language Arts 2003 Holt Literature and Language Arts, 6th Course English/Language Arts 2003 Holt, Rinehart & Winston Holt Handbook, Sixth Course, 2003 Holt, Rinehart & Winston Holt Handbook, Course 6, 2003	0
Mathematics	McDougal Littell, Algebra 1, Algebra 2 Math 2004 McDougal Littell, Geometry Math 2004 Houghton Mifflin, Precalculus Math 2004 Houghton Mifflin, Calculus with Analytic Geometry Math 2004 Houghton Mifflin Understandable Statistics Math 2004 SCMP Functional Statistics and Trigonometry, 2016 W.H. Freeman & Co. The Practice of Statistics AP, 2016	0

Science	<p>Holt, Rinehart, Winston, Biology Science 2007 Holt, Rinehart, Winston, Geology, Science 2006 W.H. Freeman & Co. Principals of Life, 2012 Pearson Prentice Hall Physics (AP), 2005 Holt, Rinehart, Winston, Chemistry Science 2007 Pearson, Anatomy Science 2007 Brook Cole Publishing Company, AP College Physics Science 2007 Pearson, AP Chemistry Science 2007 Pearson, Criminalistics, 2018 W.H. Freeman, Investigating Chemistry, 2013 Pearson Prentice Hall, Chemistry the Central Science Science 2006 Thompson, Living in the Environment Principles, Connections, and Solutions, 2007 Cengage, Fundamentals of Java, 2007 Pearson, Essentials of Anatomy and Physiology, 2007 Human Kinetics, Biophysical Foundation of Human Movement, 2013 McGraw Hill, Principles of Athletic Training, 2014 Pearson-Prentice Hall, Physics: Principles and Applications, 2005 Pearson-Prentice Hall, Chemistry: The Central Science, 2006 Holt, Rinehart & Winston, Earth Science (Special Ed), CA Edition Science 2006</p>	0
History-Social Science	<p>Holt, Rinehart, Winston, World History Social Studies 2006 Holt, Rinehart, Winston, US History - American Nation Social Studies 2003 Prentice Hall, American Government Social Studies 2005 Pearson, Government in America AP Edition, 2008 Thompson, Economics Social Studies 2005 World Civilizations Social Studies 2007 Looking at Philosophy Social Studies 2001 Western Civilizations Social Studies 2003 West Psychology and You, 1995 Cengage, American Pageant (AP US History), 2019 Thompson, Introduction to Psychology, 2004 Pearson The Cultural Landscape: An Introduction to Human Geography, 2011 Glencoe, Sociology and You, 2008 Pearson, Criminal Justice Today, 2017 McDougal Littell, Modern World History, 2015</p>	0
Foreign Language	<p>Holt, Rinehart, Winston, Ven Conmigo Level 1 & 2 2003 Holt, Rinehart, Winston, Nuevas Vistas Curso 1 2003 Holt, Rinehart, Winston, Nuevas Vistas Curso 2 2003 Holt, Rinehart, Winston, Nuevas Vistas Curso 3 2003 Vista Higher Learning, Temas: AP Spanish Language and Culture 2013 Pearson, AP Spanish Language, 2014</p>	

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

School Facility Conditions and Planned Improvements

The campus refurbished back in 2022 to welcome back the high school students from the High School at Imperial. The school site is in the planning phase to receive new energy efficient air condition equipment at various buildings of the campus. It's also in the planning phase to install shade structures throughout the campus for students to seek shade. The past summer the construction of the CTE Culinary Lab Classroom for student was completed. The sci building was re-roof and the new HVAC energy efficient units were installed this past summer break.

Year and month of the most recent FIT report 12/09/2024

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			Scheduling of replacing bulb is being coordinated with evening custodial staff in phases. MOT coordinating the ceiling replacement tiles prior the start of classes.
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		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)	37	43	31	34	47	48
Mathematics (grades 3-8 and 11)	9	18	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	457	432	94.53	5.47	42.59
Female	222	211	95.05	4.95	47.87
Male	235	221	94.04	5.96	37.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	37	35	94.59	5.41	42.86
Filipino	0	0	0	0	0
Hispanic or Latino	411	389	94.65	5.35	42.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	83	74	89.16	10.84	6.76
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	312	295	94.55	5.45	38.64
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	78	72	92.31	7.69	9.72

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	457	430	94.09	5.91	18.37
Female	223	209	93.72	6.28	13.88
Male	234	221	94.44	5.56	22.62
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	37	35	94.59	5.41	20.00
Filipino	0	0	0	0	0
Hispanic or Latino	411	387	94.16	5.84	18.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	83	73	87.95	12.05	8.22
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	313	292	93.29	6.71	16.10
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	77	72	93.51	6.49	0.00

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)	10.17	10.45	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	435	403	92.64	7.36	10.42
Female	223	203	91.03	8.97	9.85
Male	212	200	94.34	5.66	11.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	23	21	91.30	8.70	9.52
Filipino	0	0	0	0	0
Hispanic or Latino	409	379	92.67	7.33	10.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	69	62	89.86	10.14	3.23
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	267	246	92.13	7.87	11.38
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	65	57	87.69	12.31	1.75

2024-25 Career Technical Education Programs

Lynwood High School offers five Career Technical Education (CTE) pathways available for students during the regular school day, which all have at least two courses for students to broaden their knowledge and prepare for college and career. These five pathways include Project Lead the Way (PLTW)-Engineering, PLTW-Bio Medical, Dance, Photography, and Culinary Arts. Our CTE pathways have developed partnerships with local community colleges, including Compton and Cerritos, where students can enroll in order to further their expertise in the pathway of their choosing. Some of the courses may even be taken concurrently through CalAps or the community college, giving our students the opportunity to earn college credits while still attending high school. These courses are available as an elective option for students beginning in the 9th grade, and the professors in these pathways are in communication with our core teachers to ensure that our students get the academic support to be successful in all of their classes.

Students in PLTW pathways are taking courses at Cerritos College where they can earn a certification in Solid Works before they graduate from high school. Our Biomedical students have a partnership with St. Francis Hospital where students shadow local medical professionals and even complete internships for post-secondary educational and employment opportunities.. The students in these pathways participate in local, state and national competitions to showcase their skills, and we have had several students earn gold medals in the SkillsUSA competitions at the regional, state and national levels.

2024-25 Career Technical Education Programs

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	782
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	9.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	52.56

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 9	288	304	246	304	309

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

Lynwood High School (LHS) recognizes that parents are an integral part of building strong school culture, seeking to involve them in multiple ways. The site uses multiple forms of communication to make sure parents are notified. These include, but are not limited to ParentSquare, phone calls, text messages, emails, school marquee, flyers, posters, Facebook pages, school website, and letters.

Lynwood High School has made available the Parent Portal using the AERIES online system. The AERIES parent portal is one of our main and most accessible resources for parents to be aware of students' academic progress and attendance. Every Back to School Night and at various times throughout the year, LHS hosts workshops for navigating the school website and the Parent Center assists parents with account set-up and how to navigate the parent portal on AERIES. Counselors instruct parents how they could access their child's grades, as well as the plethora of useful and relevant information on the site from their home or phone.

Once a semester, counselors hold evening parent meetings for each grade level. These meetings cover a broad range of topics parents need to be informed about, ranging from school policies to student expectations to how to read a student's transcript. The parent meetings have been well attended, averaging over 100 participants. In addition, the College and Career staff offer different parent workshops to help inform parents about the college application process. Counselors also share their Remind pages so parents can receive updates and text their child's counselor whenever necessary. Parents also receive different parenting workshops that are provided through our partnership with LACOE and the Department of Mental Health, we are part of the Community Schools Initiative.

Every quarter the principal hosts Coffee with the Principal, where parents can have coffee and pastries with the principal and discuss the progress the school is making. Coffee with the Principal is an opportunity for parents to share their concerns and be updated on what is happening at LHS. Several opportunities to engage with campus involvement have been made available. Parents have the opportunity to be a part of various committees ranging from school safety, anti-bullying, anti-drug use, and more.

Also improving parent participation in the school, the site has seen increased attention given to its English Learner Advisory Council. With the new LCAP funding formula, parents are able to see where monies are spent and influence how those dollars could be used more strategically. The ELAC council, therefore, is able to review school data at their meetings so that they are able to advise the School Site Council for its next steps. There are also sub-committees that our parents actively take part in that deal with campus safety and parent involvement. The site sees parent empowerment as a positive movement that increases dialogue between all stakeholders at the site, further ensuring Lynwood High School students benefit from a wide network of ideas rather than ones handed down without discussion or debate.

Lynwood High School parents have also asked to help on campus by volunteering in larger numbers. This year, as in previous years, parents are actively engaged in helping to promote a clean and safe environment by volunteering on a weekly basis to patrol the grounds, monitor the restrooms, and motivate students to maintain a clean campus and share their Knight pride.

This school Lynwood High School has lead the district in parent participation for 3 months in a row.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
Dropout Rate	9.5	9.7	7.7	11.6	13.3	10.2	8.2	8.9	8
Graduation Rate	88.6	88	91.7	87.5	85.2	89	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	468	429	91.7
Female	238	221	92.9
Male	230	208	90.4
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	27	23	85.2
Filipino	0	0	0.00
Hispanic or Latino	437	403	92.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	--	--	--
English Learners	119	100	84.0
Foster Youth	--	--	--
Homeless	48	44	91.7
Socioeconomically Disadvantaged	463	429	92.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	72	69	95.8

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1995	1875	603	32.2
Female	956	898	315	35.1
Male	1039	977	288	29.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	151	139	54	38.8
Filipino	--	--	--	--
Hispanic or Latino	1816	1711	540	31.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	16	13	5	38.5
English Learners	422	396	158	39.9
Foster Youth	21	20	13	65.0
Homeless	159	151	57	37.7
Socioeconomically Disadvantaged	1914	1807	585	32.4
Students Receiving Migrant Education Services	22	21	4	19.0
Students with Disabilities	316	299	119	39.8

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
7.25	3.82	3.71	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	3.71	0.00
Female	3.56	0.00
Male	3.85	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	3.31	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.74	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.25	0.00
English Learners	6.87	0.00
Foster Youth	14.29	0.00
Homeless	3.77	0.00
Socioeconomically Disadvantaged	3.66	0.00
Students Receiving Migrant Education Services	4.55	0.00
Students with Disabilities	6.65	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 Comprehensive School Safety Plan was developed collaboratively by the Safe School Committee in partnership with local law enforcement to comply with Senate Bill 187 of 1997. This plan provides students and staff with strategies to ensure a safe and orderly learning environment. Key components of the Comprehensive School Safety Plan include:

- Child abuse reporting procedures
- Teacher notification of dangerous pupils' procedures
- Disaster response procedures
- Procedures for safe entry to and exit from school
- Sexual harassment policy
- Suspension and expulsion policies
- Dress code
- Discipline policies

The School Safety Plan is reviewed and updated annually to incorporate necessary changes. It is fully implemented and shared with students through Student Government leaders and with parents through various parent committees.

Positive Behavioral Interventions and Supports (PBIS) is a proactive, systems-based approach designed to establish the behavioral supports and social culture necessary for all students to achieve social, emotional, and academic success. Using a three-tiered Response to Interventions model, PBIS outlines clear behavioral expectations that are taught, modeled, and reinforced consistently across all settings by staff. This framework has been instrumental in shaping and improving student conduct, contributing significantly to the school's overall success.

To support campus safety, we have a dedicated team of five campus safety officers who monitor the school during regular hours and assist students with any issues that arise. One officer remains on-site after school to supervise the campus during Credit Recovery hours. Campus safety officers are present whenever students are on campus. Additionally, we have eleven campus monitors who assist with visitor check-ins and monitor hallways and restrooms. Administrators also provide supervision during lunch, breaks, and before and after school. With staff support, we aim to minimize student foot traffic during class time and ensure that learning remains the primary focus.

To prepare the campus community for emergencies, disaster drills are scheduled throughout the school year, allowing students and staff to practice the procedures outlined in the safety plan. We participate annually in the statewide Great California Shakeout in October to simulate an earthquake scenario. Lockdown and fire drills are also conducted to ensure readiness for various emergencies. After each drill, the safety committee convenes to identify areas for improvement. Consultants occasionally assist with these drills and provide feedback on their execution.

Lynwood High School operates as a closed campus while welcoming parents and community members for school-related business. All visitors are required to check in and sign in at the front gate before proceeding. A valid identification card is scanned through our Raptor System, and visitors must wear an identification patch on their clothing for safety purposes while on school grounds.

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	33	27	31
Mathematics	22	40	31	23
Science	23	30	22	24
Social Science	23	31	24	23

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	27	23	34
Mathematics	23	36	25	26
Science	24	24	17	28
Social Science	27	20	14	31

2024-25 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	39	25	32
Mathematics	21	43	30	25
Science	22	29	15	24
Social Science	22	32	17	28

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	697.04

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)	2.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	9

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	8,667.29	363.92	8,303.37	105,410.71
District	N/A	N/A	5,006.89	108,606.51
Percent Difference - School Site and District	N/A	N/A	49.5	-3.0
State	N/A	N/A	11,146	103,743
Percent Difference - School Site and State	N/A	N/A	-29.2	1.6

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 at Lynwood High School include:

- Title I

Fiscal Year 2024-25 Types of Services Funded

- Migrant Education
- Title III - Interventions-ELPAC Academy
- LCAP
- English Language Proficiency Assessments for California (ELPAC)
- AVID
- Special Education Services
- Resources for Foster Youth and Homeless Students
- Common Assessment Data Compilation
- Socio-emotional and Mental Health Counseling and Resources
- Resources for Pregnant and Parenting Teens
- Positive Behavior and Support (PBIS)
- Assistance with Health Insurance Enrollment
- Afterschool Programs: The Movement, Educare, Credit Recovery
- Academic Fieldtrips
- LACOE Community Schools
- Well-Being Center

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%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	28.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	8
Fine and Performing Arts	1
Foreign Language	5
Mathematics	3
Science	6
Social Science	10
Total AP Courses Offered Where there are student course enrollments of at least one student.	35

Professional Development

Lynwood Unified School District (LUSD) integrates three teacher workdays into its instructional calendar to provide valuable professional development opportunities. During these days, teachers attend sessions on topics aligned to our schoolwide instructional focus as well as Social Emotional Learning (SEL), Positive Behavioral Interventions and Supports (PBIS), AVID, Suicide Prevention, Artificial Intelligence resources, and content-specific strategies. LUSD also offers targeted training, such as ELD integrated strategies, ensuring that teachers across specific content areas receive consistent professional development.

Lynwood High School has a structured staff meeting calendar that includes whole staff meetings, department meetings, and WASC/Focus Group meetings each month. This year, our meetings emphasize the schoolwide instructional focus. Administrators have provided professional development on topics such as Differentiated Instruction. Teachers apply these strategies in their classrooms and share their experiences during Reflection Sessions or department PLC meetings, which are held most Wednesdays following the early dismissal at 2:45 PM. Benchmark scores, grades, and formative assessments are reviewed in these meetings to assess the effectiveness of instructional strategies.

To support Advanced Placement (AP) teachers and students, Lynwood High School has implemented several initiatives. Beyond AP Summer Institute training, attended by many teachers over the past two summers, the school has organized workshops to strengthen its AP program and improve pass rates. These include AP workshops for teachers and counselors focused on college admissions processes and expectations, as well as one-day vertical alignment sessions for middle and high school teachers. Departments such as English and Science have participated in workshops on Pre-AP strategies, and including inquiry-based labs. Additional workshops are planned for Math and Social Studies.

All core teachers share a common prep period, enabling them to collaborate on lesson planning, assessments, and instructional strategies. Weekly planning periods are used for team collaboration or working with instructional coaches. After each unit, grade-level teachers engage in Data Reflection Sessions (DRS) to review common assessment results, plan lessons, and develop Benchmark Units or assessments. This dedicated release time has been instrumental in improving instruction quality and increasing academic rigor.

Over the past five years, Lynwood High School has invested in teacher development by sending staff to AVID, Math, and Science conferences, as well as Pre-AP/AP trainings. Teachers returning from these events share their learnings and strategies during staff presentations, promoting widespread implementation of best practices. The district AP Coordinator is also creating a resource platform to compile best practices and effective strategies for each grade level, ensuring new teachers benefit from the extensive training and experience of their colleagues.

Professional Development

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	50	50	50