Lynwood Unified School District

Lynwood Unified School District (LUSD) is an innovative district in Southern California that built a robust early warning system using customized configurations to identify and support at-risk students across school sites, showcasing how to leverage enhanced technical coordination to scale student success practices district-wide.

Location	California
Setting	Urban/suburban
Students Served	~12,000
Schools	19 schools, including 3 high schools
Key Demographics	89% Hispanic/Latinx, 28% English Learners
Tech Infrastructure	Enhanced: Requires customized configurations and dedicated technical coordination
Implementation	In-House: Built internally, limited external support
Scalability	Externally Developed: Primarily designed and maintained by an external partner

Student Success Vision

Lynwood's district-wide emphasis on college- and career-readiness drives the focus for timely, actionable student success reporting. The district has established a comprehensive vision for student success centered on the following:

- Fostering a culture where data empowers rather than evaluates staff and students

- Ensuring equity of access to opportunities and interventions across all student populations

- Monitoring ABC indicators (Attendance, Behavior, Course performance) to identify students in need of support

- Maintaining alignment and open and frequent dialogue between district leadership and school sites

- Building capacity among leaders, teachers, and counselors to use data effectively

- Aligning academic and behavioral supports through systematic tracking

Pain Points

Before implementing their DLI, LUSD experienced challenges with **Data Access** and **Intervention Tracking.**

Data Access: Staff across different roles struggled to access the student data they needed in a timely and usable format

- The Aeries SIS platform could produce reports based on custom queries but was not user-friendly enough for all staff, creating barriers for teachers, counselors, and administrators who needed data to make informed decisions.

- Staff often didn't know where to look to find information about student progress and needs or lacked the technical skills to generate the reports they required.

- Manual processes for accessing and formatting Early Warning Indicator reports consumed valuable time that could have been spent supporting students.

- Different roles needed different data presentations, but the existing system didn't provide role-specific views that matched staff workflows.

Intervention Tracking: The SIS wasn't configured to effectively track student interventions.

- There was no central location for assigning interventions related to attendance, behavior, and academics.

- A lot of intervention data that was being collected in schools was not integrated back into the SIS, creating information silos and lack of cohesion about intervention status, progress, and effectiveness.

District-Led Innovation

To address these pain points, LUSD leveraged an in-house Secondary Data Lead with software development skills to develop and maintain a suite of custom dashboards and tools. These solutions were developed gradually, based on developing understanding of staff data needs.

While the tools described below are not fully integrated into one single platform, they are strategically designed to work together to support the district's student success work. Each provides role-specific functionality that ensures the appropriate staff have access to the most relevant, real-time, and actionable data for their responsibilities—from teachers tracking academic interventions to counselors managing behavioral supports to administrators monitoring classroom observations.

LUSD Secondary Data Dashboard

- The custom dashboards integrate with Aeries SIS and are managed through local forms and databases, simplifying the front-end user experience and reducing the need for complex back-end data management.

- Dashboards provide accessible role-specific views for district administrators, school administrators, and counselors.

- Pre-built queries are focused on the most relevant data for monitoring and intervention; for example mid-semester D/F alerts at the class period, teacher, and student levels, attendance reporting, and on track to graduate by course completion.
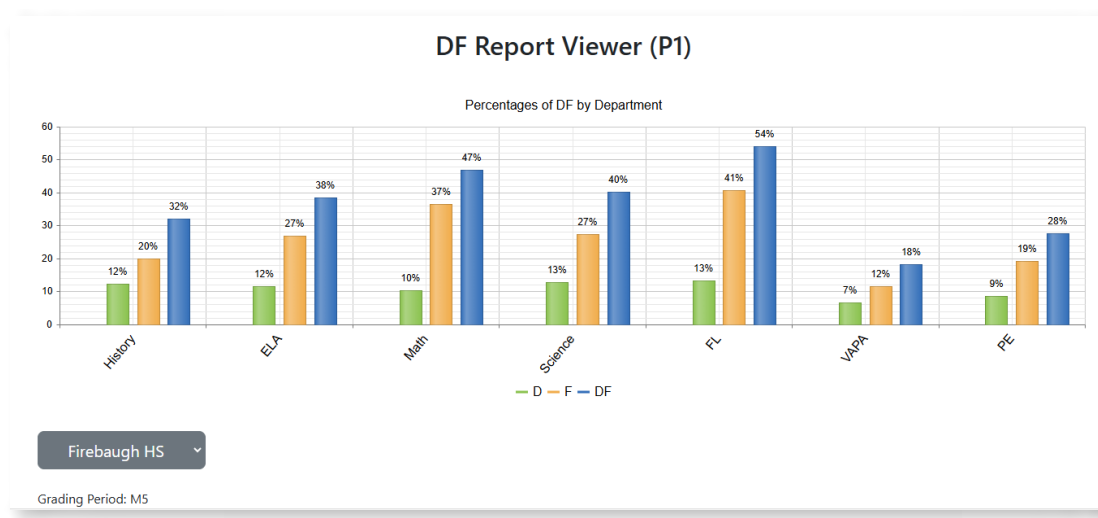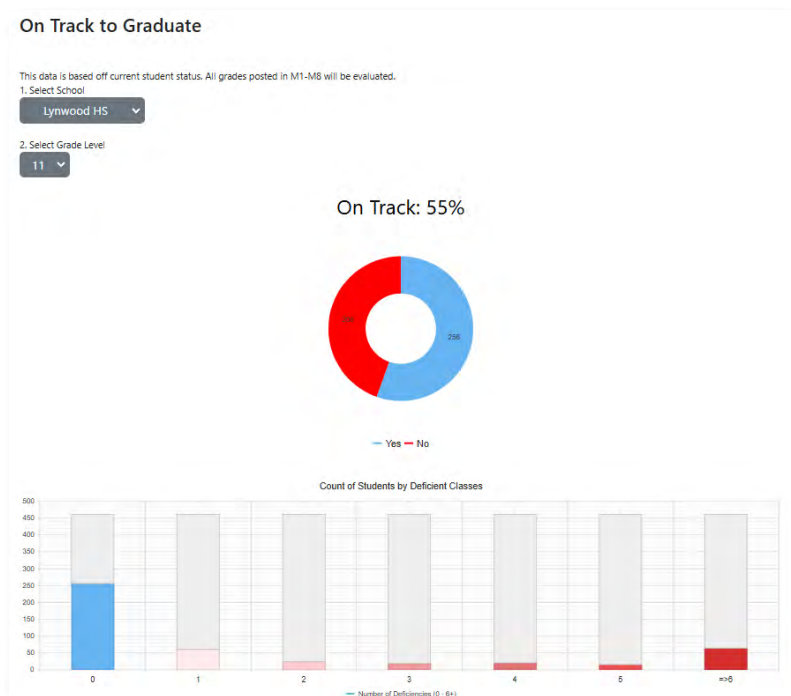
As part of this development, LUSD also created comprehensive intervention systems to systematically track interventions from assignment through monitoring, generating documentation, and syncing data back to the SIS.

Intervention Systems

Academic Intervention and Monitoring for Students (AIMS) Tool

- AIMS is a system for tracking academic interventions assigned by teachers

- The tool identifies EL typology and other notable demographic information for each student, generates PDF contracts for accountability, and sends automated email alerts to intervention coordinators

- It includes an admin-accessible dashboard to keep leaders in the loop about intervention assignment and effectiveness.

Setup student intervention

Counseling Intervention Management module

- Part of the LUSD Secondary Data Dashboard, this module manages both academic and behavioral interventions assigned by counselors.

- This intervention data is automatically synced back into the SIS.

- The module generates PDF contracts for consistent documentation.

LynPBIS+

- Custom check-in/check-out logging for Positive Behavioral Interventions and Supports (PBIS) students

- Enables counselors, teachers, and support staff to track tiered interventions across classroom, small group, and individual levels

School Dashboard

Displaying Data for Current School Year

Total counts of students with referrals (ref = referrals)

Referral Type	Enrolled	0 ref	1 ref	2 ref	3 ref	4 ref	5 ref	>=6 ref	%_0-1	%_2-5	%_>=6
All	871	697	99	37	14	4	5	15	91.39%	6.89%	1.72%
Minor	871	760	72	18	7	4	2	8	95.52%	3.56%	.92%
Major	871	762	77	19	8	2	1	2	96.33%	3.44%	.23%

View Traingular Data

Total counts of referrals

Major	Minor	All
179	240	419

Tier 3 PBIS Plan (Individual)

LIVE (Lynwood Instructional Verification and E-tool)

- This tool within the secondary data dashboard allows school leaders to plan and track classroom observations to deliver consistent feedback to teachers.

- Based on D/F reports as indicators of course performance, for example, leaders can identify priority teachers and class periods to observe and support.

- As a Tier 1 intervention, LIVE creates a direct link between teacher observation and student success data, supporting teachers to significantly reduce their D and F assignments.

- This reduction can have broad, positive effects on students and school culture, while also allowing interventions for individual students who have received Ds and Fs to be much more targeted and meaningful.

- Analytics also include observation frequency including by school, observer, time period, and class period. These views, also visible to district-level staff, help leaders identify observation gaps across subjects, grade levels, and school buildings.
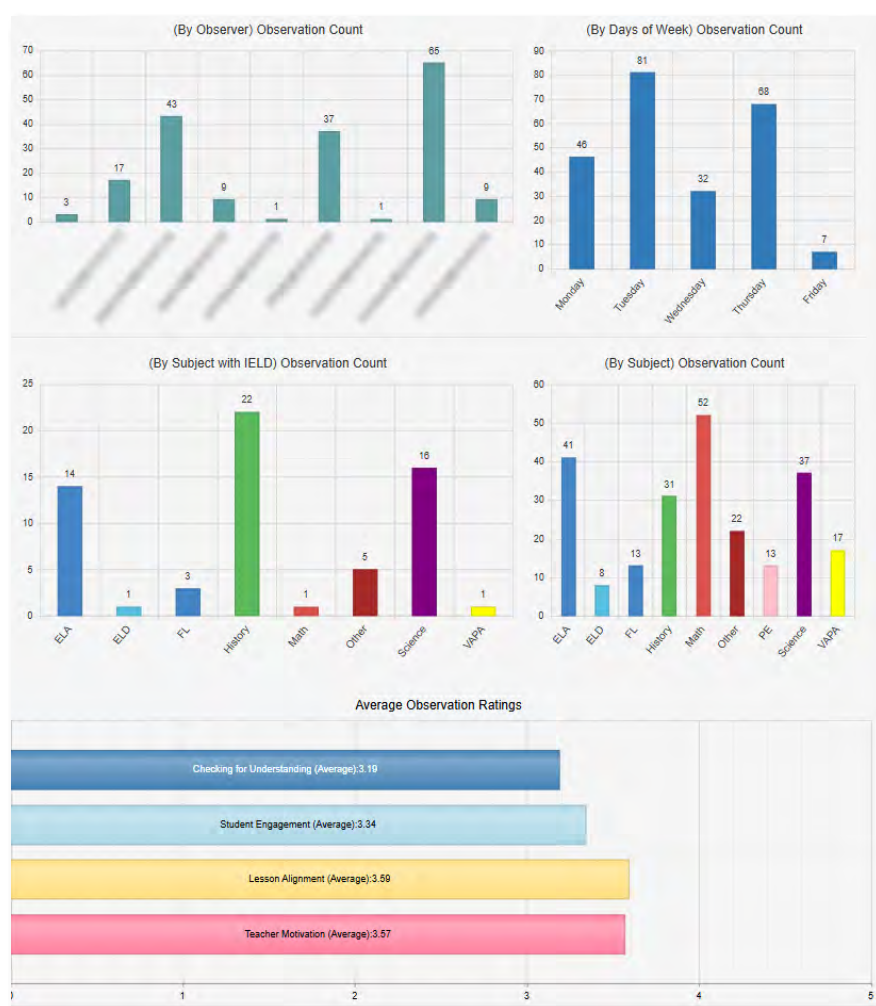
CAPS (College/Career Academic Progress for Students)

- This tool provides clear, visual tracking of student progress toward A-G requirements needed for California public university admission.

- It features easy-to-understand graphics that help families interpret sometimes complex college eligibility criteria and increases transparency so families can actively participate in their students' educational planning and college preparation.
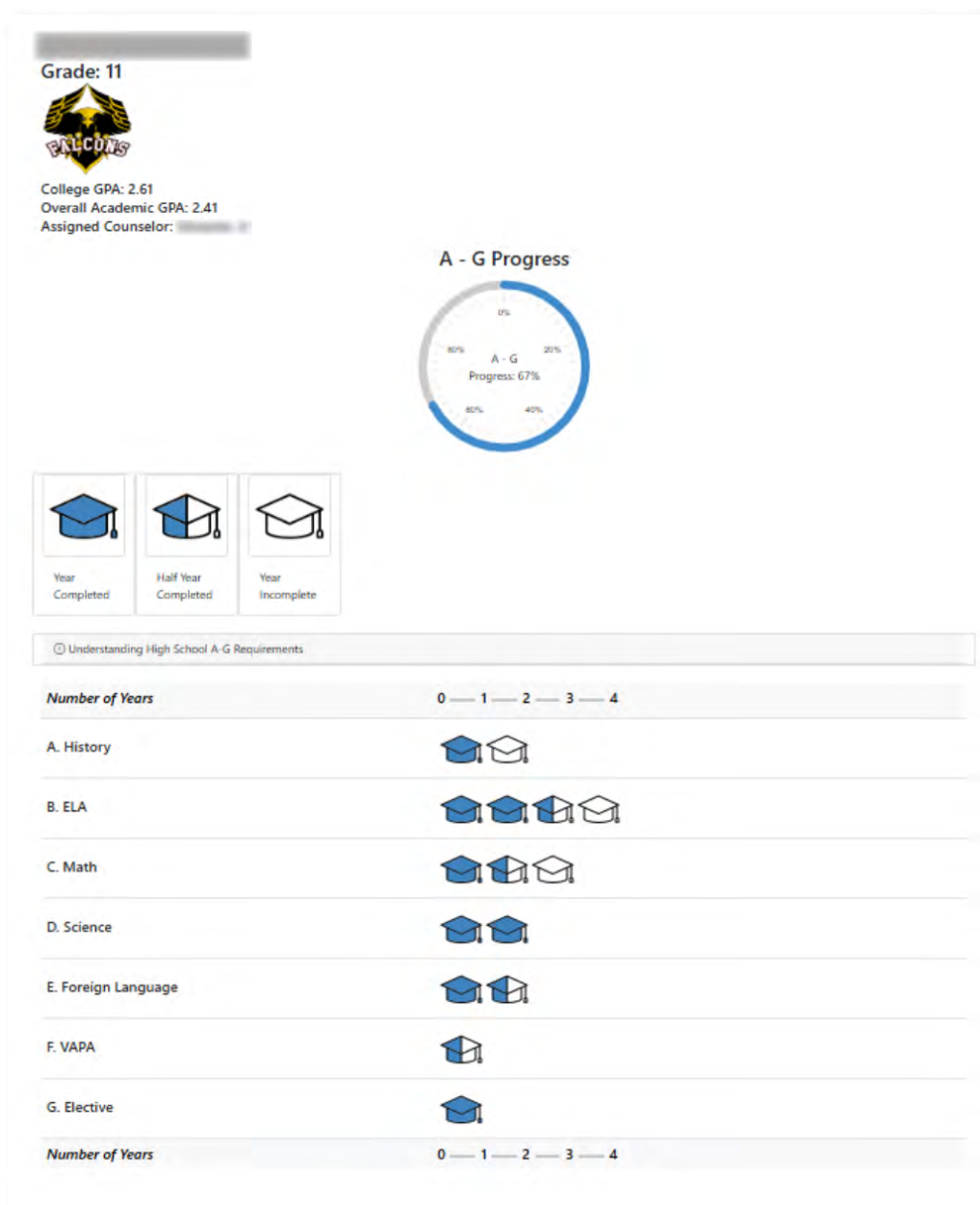
Impact on Practice

Lynwood district staff have noticed several positive changes in practice following implementation of the DLIs.

Since implementing their comprehensive data tracking system three years ago, the district has seen a significant **decrease in D/F rates of over 8%** at the high school level.

The system has also facilitated robust intervention tracking, with **593 high school interventions entered** in the AIMS tool during the 2024-2025 school year alone.

Evidence-Based Conversations

- Easy access to clear and aligned data has encouraged more evidence-based conversations among district leaders, counselors, and teachers.

"The dashboards have eliminated excuses. When students are struggling, we can't claim to not know."
—Christine Arostigue-Manson, Director, Secondary Education

Structured Data Review Processes

- Schools use data in structured processes including data reflection, guidance alignment, and student success teams.

- Administrators and counselors have what they need for quarterly data review meetings where they review ABC data, including implications for key subgroups, and plan interventions.

- Teams are able to use meeting time more efficiently through organized data presentation.

Targeted Intervention Management

- Processes for identifying students in need of support are now streamlined.

- Interventions are better aligned with district priorities around college and career readiness.

- School and district level staff feel positive about improved tracking of intervention effectiveness and increased access to intervention details.

Improved Visibility and Accountability

- Aggregated D-F reports by teacher and period increase visibility of classroom performance patterns, enabling efficient group-level interventions rather than scattered individual student approaches.

- District administrators can effectively monitor site administrator observations, creating a clear accountability chain and ensuring visibility across leadership.

- Enhanced monitoring of chronic absenteeism and academic performance issues provides greater visibility into attendance patterns and achievement gaps.

Key Insights

Critical Success Factors

- Pre-building common queries significantly improved user experience and data accessibility for district and school staff in a variety of roles.

- District staff with robust school-based experience were able to thoughtfully frame student success work to the entire team. Data systems do not take the place of this ongoing communication; they support what has been directly communicated.

- Clear guidance on school-based student success structures and staffing made explicit expectations about team members' roles, structure for meetings, escalation paths, and approach to intervention.

Recommendations for Other Districts

- Develop staff capacity by combining pedagogical knowledge with technical skills. While not every district needs an in-house developer, building a team that understands both educational systems and technical troubleshooting is essential for successful implementation.

- Implement tools like CAPS early to keep families informed about student progress. Clear tracking systems particularly benefit families of historically excluded learners by clarifying educational requirements and pathways to success.

- Actively promote new systems to staff through training and demonstration of benefits. Staff who understand and value these tools become natural advocates, increasing district-wide usage and impact.

Thank you to the following team members for their exceptional commitment to student success and willingness to share their innovative data practices:

- Christine Arostigue-Manson, Director, Secondary Education

- Kristopher Carbone, Secondary Data Lead

To explore the complete stories, implementation insights, and lessons learned from other innovative schools and districts, check out the [full District-Led Innovation Showcase report](#).

Recommended Citation

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