



Lynwood High School

4050 E. Imperial Hwy. • Lynwood, CA 90262 • (310) 603-1582 • Grades 9-12

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Lynwood Unified School District

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School Description

Principal's Message

Lynwood High School is a comprehensive high school that provides a variety of programs to meet the needs of all students. At Lynwood, our focus is that all students meet the A-G requirements and have an opportunity to go to a university.

Our teachers are constantly striving to improve the instruction in the classroom and align their curriculum to the state standards. The teachers are attending several professional development workshops and working collaboratively to improve student achievement. All of the core content subjects have aligned their curriculum and use common assessments to drive their instruction. Our professional development for teachers will focus on the transition to the Common Core curriculum. Common Core is a set of standards developed by the federal government in the hopes of unifying education standards nationwide.

Lynwood High School offers 14 Advanced Placement courses that are available to any student willing to challenge themselves with a college level curriculum. In 2017, Lynwood Unified was selected as College Board District of the Year for its increasing AP program.

We also have an AVID program that supports students for four years to gain access to college through tutorials and field trips. We have support at Lynwood High School for students that are in GATE or special education. All of the Lynwood High School teachers provide at least one hour a week of Increased Learning Time, where students can receive support to improve their mastery of the subject.

Lynwood High School also has an Art Academy where students can take several courses within the visual arts department. We have an award winning band program that has participated in several community parades and state competitions. We have two full-time college technicians and six 9th-12th grade counselors that are available to provide guidance to our students in college or career goals. Our counselors also provide social and emotional support for our students and help families find support through referrals to outside organizations. Lynwood High School is a part of a health collaborative that refers students and families for additional mental health support.

Our school offers several CTE pathways that have partnerships with local community colleges and universities. Our pathways include Project Lead the Way (Engineering and Bio Medical), Culinary Arts, Automotive, Photography and Dance. We have a partnership with El Camino/Compton College where our students are able to take college courses on our campus. We have engineering courses on campus where students receive college credit in an articulation with Cerritos College.

Lynwood High School's goal is to also provide opportunities for students to express themselves through extra-curricular groups or organizations. We currently have several clubs on campus that provide an opportunity for students to do community service. We also have clubs that provide real life experiences beyond the school with field trips and competitions. There are new clubs and organizations at Lynwood High School each year.

Lynwood High School also fields 13 varsity sports in the fall, winter and spring. We compete in the San Gabriel Valley League of CIF and are one of the top athletic programs in the area. Along with the varsity teams we also have several junior varsity and freshmen teams to allow the opportunity for students to represent the school athletically.

Our current enrollment is 2,150 students in grades nine through twelve on a traditional school calendar system. Our staff members believe that each child has the right to a quality education and embraces the responsibility for promoting the growth and developing continuing, productive citizens. We are continuously evaluating each of our programs to determine what areas we need to improve in. We realize that there is a lot of room for growth at Lynwood High School and we are constantly looking for ways to connect students and provide the best education possible for all of our students.

Carlos Zaragoza, 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.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	569
Grade 10	604
Grade 11	560
Grade 12	495
Total Enrollment	2,228

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.8
American Indian or Alaska Native	0
Asian	0.2
Filipino	0
Hispanic or Latino	92.4
Native Hawaiian or Pacific Islander	0.2
White	0.3
Two or More Races	0
Socioeconomically Disadvantaged	94.2
English Learners	16.5
Students with Disabilities	7.9
Foster Youth	0.8

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.

Teacher Credentials			
Lynwood High School	15-16	16-17	17-18
With Full Credential	102	94	88
Without Full Credential	0	3	5
Teaching Outside Subject Area of Competence	0	0	0
Lynwood Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Lynwood High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments			0
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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.

Textbooks and Instructional Materials Year and month in which data were collected: 12/2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	BFW Publishers, The Language of Composition, 2013 BFW Publishers, Patterns for College Writing, 2012 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 ed., 9th English/Language Arts 2003 Holt Literature and Language Arts 4th ed., 10th English/Language Arts 2003 Holt Literature and Language Arts 5th ed., 11th English/Language Arts 2004 Holt Literature and Language Arts, 12th English/Language Arts 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	McDougal Littell, Algebra 1, Algebra 2 Math 2001 McDougal Littell, Geometry Math 2004 Houghton Mifflin, Precalculus Math 2004 Houghton Mifflin, Calculus Math 2004 Houghton Mifflin Statistics Math 2004 Statistics Math 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Textbooks and Instructional Materials
Year and month in which data were collected: 12/2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	Holt, Rinehart, Winston, Biology Science 2007 Pearson, Anatomy Science 2007 Brook Cole Publishing Company, AP College Physics Science 2007 Pearson, AP Chemistry Science 2007 Holt, Rinehart, Winston, Chemistry Science 2007 Glencoe McGraw-Hill, Glencoe Health Science 2007 Earth Science (Special Ed), CA Edition Science 2006 Acuve Physics Science 2005 Conceptual Physics Science 2002 Chemistry the Central Science Science 2006 Environmental Science Science 2007 Environmental Systems& Societies Science 2009 Essentials of Anatomy and Physiology Science 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	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 Thompson, Economics Social Studies 2005 World Civilizations Social Studies 2007 Looking at Philosophy Social Studies 2001 Western Civilizations Social Studies 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Lynwood High School was moved to its current location for the school year 1998-99. School facilities include 128 classrooms, a gymnasium with three full courts, a Library/Media Center, a Performing Arts Center, an Administration and Guidance Building, a Food Court, and Cafeteria. The classrooms all have internet access and are in good condition.

There are several restrooms but unfortunately some need to be painted on a regular basis because of graffiti or vandalism. Our campus monitors have been assigned to different restrooms to make sure that the restrooms are kept clean and sanitary. All student restrooms are scheduled to be remodeled in 2016 to modernized them from plumbing fixtures and wall finishes.

A team of custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Lynwood Unified School District to ensure that all classrooms and facilities are well-maintained and provide a suitable learning environment.

The Board of Education approved a facilities upgrade to the football field. The upgrade brought 3,000 capacity bleachers to the field. With the upgrade there was construction of restrooms and concession at the end of the football field. The students were able to host athletic events and graduation on campus for the first time. The district recently secured funding from the Measure K facilities bond that will be used to upgrade several campuses within the district. Lynwood High School will have the gymnasium renovated, along with the addition of artificial turf to the existing football field. Other projects include the painting of the campus exterior and an upgrade to some existing facilities.

Solar panel installation are completed on the campus, a new state of the art sport field was completed in July 2015. Additional site improvements are scheduled to replace damaged areas for the 2015-2016 fiscal year.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/23/2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		
Electrical: Electrical			X	Light bulbs burned out, improper use of extension chords and missing light switches. Light bulbs replaced, electrical chord removed and light switch cover replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Toilet and urinals at Boys and Girls restroom not working, sink clogged at boys dressing room. Toilet and urinals repaired and clogged sink repaired
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	48	52	32	33	48	48
Math	10	13	20	22	36	37

* Percentages are not calculated 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	632	580	91.8	22.4
Male	310	283	91.3	23.0
Female	322	297	92.2	21.9
Black or African American	51	45	88.2	8.9
Hispanic or Latino	572	530	92.7	23.4
Socioeconomically Disadvantaged	598	550	92.0	22.6
English Learners	120	100	83.3	2.0
Students with Disabilities	46	40	87.0	7.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	22	22	38	35	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.5	18.5	16.7

* Percentages are not calculated 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	522	489	93.68	51.53
Male	250	232	92.8	43.97
Female	272	257	94.49	58.37
Black or African American	42	39	92.86	33.33
Asian	--	--	--	--
Hispanic or Latino	476	446	93.7	53.36
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	496	466	93.95	51.5
English Learners	125	111	88.8	13.51
Students with Disabilities	42	38	90.48	10.53
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	522	489	93.68	13.29
Male	250	233	93.2	15.02
Female	272	256	94.12	11.72
Black or African American	42	40	95.24	5
Asian	--	--	--	--
Hispanic or Latino	476	445	93.49	13.93
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	496	463	93.35	13.39
English Learners	125	115	92	0.87
Students with Disabilities	42	38	90.48	7.89
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Lynwood High School recognizes that parents are an integral part of building a strong school culture, seeking to involve them in multiple ways.

Since 2015, Lynwood High School has made available the Parent Portal using the AERIES online system. Teachers were notified in the 2013-2014 school year that the school would be moving to the new AERIES system and there were many preparatory steps taken to be sure all staff were ready to use it at the start of the year. Teachers were trained on how to create grade books, core departments created common grading systems, and there were summer training regarding system features ranging from logging on, to grade book features, to accessing the wide range of student data. Having the Parent Portal is a further way to ensure parents have easy access to checking on their child's progress, opening the door to more communication about grades at home and with the teachers.

Every Back to School Night, Lynwood High School host a workshop for navigating the school website and accessing the Parent Portal. 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.

Twice a year, 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 transcript. The parent meetings have been well attended, averaging over 100 participants. 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 share their concerns as well.

Also improving parent participation in the school, the site has seen increased attention given to its School Advisory Council and English Learner Advisory Council. With the new LCAP funding formula, parents are able to see where dollars are spent and influence how those dollars could be more strategically spent. Both councils therefore are able to review the Benchmark results at their meetings so that they are able to advise the School Site Council for its next steps. 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 this campus by volunteering in larger numbers. This year, 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 be proud of a clean campus.

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.

School Safety Plan

Through the help of the School Safety Grant, Lynwood High School has gone from being one of the most intimidating school environments to a role model throughout the state of California for improving safety and student conduct.

From 2011 to 2014, Lynwood High School recorded a 99-point jump (187 in 2011 to 286 in 2014) on its School Climate Index, which provides scores from the Healthy Kids Survey. It was the largest jump in the state among schools receiving the S3 Grant. While the school recognizes the accomplishment of jumping from a 1 to 42 on the State Percentile rank and from 3 to 63 on the Similar Schools Percentile rank, it realizes that there is still a lot of room for improvement and strives continually to make the campus the best that it can be.

One driving force behind the site's SCI rise is the schoolwide Positive Behavior Interventions and Supports (PBIS) system put in place. PBIS is a proactive systems approach to establishing the behavioral supports and social culture needed for all students in the school to achieve social, emotional, and academic success. As a Response to Intervention model, PBIS applies a three-tiered system of support for academic and behavioral expectations. Students are first provided clear expectations for behavior which are taught, modeled, and reinforced across all settings and by all staff. This system has been the backbone of the school's success in this area, providing the framework for setting and improving student conduct.

The focus from the S3 grant has also been on professional development to the staff in order to continue the growth towards a supportive school culture beyond the life of the grant. In August 2012, Lynwood had a presentation regarding the 40 Developmental Assets for Adolescents. The workshop focused on what staff can do to build assets in the lives of students. Assets range from getting involved in extra-curricular activities to building positive relationships with adults. The school also had a professional development on Classroom Management. In the workshop, teachers were given a presentation on several techniques to increase student engagement and decrease classroom management issues. Several teachers have implemented equity cards for random calling of students along with a timer to indicate when to check for understanding. In 2013-2014 teachers received Cultural Proficiency training with follow up every year.

The school has a School Resource Officer assigned to the site full time. The deputy's presence has had a profound effect on not only discipline, but the comfort level of students at the site. His duties include school supervision before school, after school, and during lunch. The officer mentors students and counsels families on their child's behavior. He is also involved in different on campus events by providing community resources. Students often speak to the deputy regarding personal issues. He is always available to speak to families and students.

We currently have a team of six campus safety officers during school hours that help monitor the campus and assist students with issues that may come up during the day. Two of the safety officers remain after school to supervise the campus during the adult school hours. We have officers on the campus anytime we have students on our campus. We also have ten campus monitors that assist with checking visitors in before they step on campus. The monitors also assist in monitor the hallways and restrooms. During lunch, breaks, and before and after school, administrators are stationed throughout the campus to provide additional supervision. With the help of these personnel our traffic during class time has decreased and there is a significant drop in the number of graffiti incidents that occur during school hours.

Lynwood High School is a closed campus, but we do welcome parents and community members to our school. All visitors must check in and sign in at the school office, and wear identification badges while on school grounds. We also have parent volunteers that assist during lunch.

The Comprehensive School Safety Plan was developed by the Safe School Committee in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff with the means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following: child abuse reporting procedures; teacher notification of dangerous pupils' procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies. Each year the School Safety Plan is followed and updated when necessary. The plan is then shared with our students through our Student Government leaders and with our parents through the different parent committees.

We have scheduled disaster drills throughout the school year to give our students and staff an opportunity to practice the procedures laid out in our safety plan. We participate in the statewide Great American Shakeout every year to simulate an earthquake disaster on campus.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	5.6	5.7	6.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.5	3.4	3.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	17	
Percent of Schools Currently in Program Improvement	89.5	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5.0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	2.0
Psychologist	1.0
Social Worker	1.0
Nurse	1.0
Speech/Language/Hearing Specialist	0.25
Resource Specialist	2.0
Other	24
Average Number of Students per Staff Member	
Academic Counselor	450

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	31	31	30	15	15	19	13	13	21	56	56	50
Mathematics	33	33	32	13	13	10	11	11	21	58	58	50
Science	31	31	32	13	13	12	16	16	7	42	42	48
Social Science	31	31	30	14	14	15	12	12	18	37	37	50

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

With the onset of the Common Core era, in the summer of 2013 the district and Catapult Learning sought to offer teacher training on practices that would allow them to meet the changes and demands of the new standards. The focus was on instructional strategies to support students with textual evidence in writing and on tests. After becoming familiar with the standards, they were able to see example test questions, look at lesson plan ideas, and participate in model lessons. Teachers also used Webb’s Depth of Knowledge chart to create their own lessons for various levels of cognitive demand. Instructors emphasized that rigor and depth had to be built upon in the planning to meet the demands of Common Core. The lesson plans were discussed among the participants as a group regarding how well they met the goals of the standard and various ways in which they might be improved.

LUSD began a partnership with Catapult and Math Solutions at all secondary sites to begin the process of supporting our teachers in math, social studies, English and science. The training has continued and consists of coaching days on site along with professional development workshops structured around data that was gathered on the coaching days. The consultants are training teachers in effectively engaging students and helping them retain academic vocabulary. Their long-term aim is to use the vocabulary in conjunction with a move to lessons that build Common Core thinking skills. Teachers are learning instructional strategies that will support students with reading complex text.

With the overall unit matrices set and the daily instructional model in place, Catapult Learning also hosted another training aimed at providing overall unit design using Backward Mapping, which forces the teachers to decide what the overall goal of the unit will be and then to create the lessons that will get the students there. Driving the lessons is inquiry-based learning taught with the goal of developing deep understanding of the given topic and standard. This comes from establishing Essential Questions which the trainers explained acts as an overarching goal the students work towards answering. The goal teachers have embraced is to have their students turn understanding into performance. Instruction therefore moved to the promotion of frequent student- based discussion and collaboration, which can be seen across all disciplines. In their work with the science and social studies departments, Catapult Learning concentrated on how to incorporate text-based evidence into writing. This skill is now being fostered in all core subjects except math, and will be one of the cornerstones of the site’s better-prepared, more analytical community of learners.

To help English Learner students have greater access to the mainstream curriculum, Lynwood High School offers Support English and Math courses. Teachers assigned to these courses were trained by Scholastic 3D and Math Solutions mentor instructors. The strategies learned in those developmental trainings give the teachers effective lesson ideas to engage and support students. Teachers frequently use the strategies in class and share them in Reflection Sessions or department PLC meetings, which are held most Wednesdays during the extra hour created an early dismissal at 2pm. At the meetings, Benchmark scores, grades, and formative assessments are used to evaluate the effectiveness of these strategies.

Lynwood High School has been working to support its AP teachers and students. Beyond the AP Summer Institute trainings many teachers have attended over the past two summers, the site has added many elements to make its programs stronger and increase the AP pass rate. An AP workshop for teachers and counselors focused on the college admission process and expectations for teachers. A one day workshop was held with the middle school and high school teachers together to create vertical alignment. Both English and Science have participated in one-day workshops on Pre-AP strategies. They included inquiry-based labs for science and implementing the SOAPSTONE information gathering technique and composition in English. There are other workshops scheduled for math and social studies.

All core teachers have received release time to collaborate with their respective groups on lessons or to work with their instructional coaches. Mostly, the release time is for Benchmark reflection. It has also been granted for lesson planning and creating Benchmark Units or assessments. The release time is extremely useful in improving the quality of instruction and increasing rigor.

All core teachers have a common prep period where they are provided time to meet as a team and develop lessons, assessments and discuss instructional strategies.

Over the last five years, Lynwood High School has sent teachers to AVID, Math, and Science conferences, Pre-AP/AP trainings, and presented instructional methodology support in staff meetings. Upon returning from these conferences teachers make presentation to their colleagues on strategies that they are now implementing in their instruction. The district AP Coordinator is developing an information medium for each grade level to have a list of best practices and most effective strategies so new teachers will be privy to the high level of training and experience that the site’s teachers now have.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,603	\$48,522
Mid-Range Teacher Salary	\$79,532	\$75,065
Highest Teacher Salary	\$92,627	\$94,688
Average Principal Salary (ES)	\$109,493	\$119,876
Average Principal Salary (MS)	\$111,064	\$126,749
Average Principal Salary (HS)	\$123,583	\$135,830
Superintendent Salary	\$231,678	\$232,390
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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 (CELDT)
- 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
- Academic Fieldtrips

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Lynwood High School	2013-14	2014-15	2015-16
Dropout Rate	16.1	8	5
Graduation Rate	80.83	89.09	93.04
Lynwood Unified School District	2013-14	2014-15	2015-16
Dropout Rate	18.4	12.2	10.8
Graduation Rate	73.46	80.97	83.33
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7146	2321	4824	71579.75
District	♦	♦	4564	\$77,992
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			5.7	-2.3
Percent Difference: School Site/ State			-15.0	-3.6

* Cells with ♦ do not require data.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	830
% of pupils completing a CTE program and earning a high school diploma	20%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	22%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	99.55
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	47.29

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English		◆
Fine and Performing Arts	2	◆
Foreign Language	2	◆
Mathematics	3	◆
Science	4	◆
Social Science	5	◆
All courses	16	31.4

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	91.29	74.83	87.11
Black or African American	91.89	76.12	79.19
American Indian or Alaska Native	0	0	80.17
Asian	0	100	94.42
Filipino	100	100	93.76
Hispanic or Latino	91.16	74.78	84.58
Native Hawaiian/Pacific Islander	100	50	86.57
White	100	80	90.99
Two or More Races	0	0	90.59
Socioeconomically Disadvantaged	70.37	61.95	63.9
English Learners	72.15	48.4	55.44
Students with Disabilities	91.45	73.84	85.45
Foster Youth	0	33.33	68.19

Career Technical Education Programs

Lynwood High School has seven Career Tech Education pathways available for students during the regular school day. All of the pathways have at least two courses that students are able to take while at Lynwood High School. The seven pathways are Project Lead the Way (PLTW)-Engineering, PLTW-Bio Medical, Dance, Photography, Medical Assistant, Culinary Arts, and Automotive Technology. The CTE pathways have partnerships with local community colleges where students can enroll in order to further their expertise in their pathway. Lynwood High has partnerships with El Camino and Cerritos College. These courses are available as an elective option for students beginning in the 9th grade. Teachers in these pathways are in communication with the core teachers to ensure the 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 get certification in Solid Works before they graduate from high school. The Bio Medical and Medical Assistant students have a partnership with St. Francis Hospital where students go to job shadow. The students in these pathways participate in local, state and national competitions to showcase their skills. We have several students that have earned gold medals in the SkillsUSA competitions at the regional, state and national levels.

The pathways are currently in the process of meeting requirements to be recognized as Link Learning courses. The teachers are in the process of the creating advisory committees in order get input on curriculum from industry representatives.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.