



Cesar Chavez Middle School

3898 Abbott Road. • Lynwood, CA 90262 • (310) 886-7300 • Grades 6-8

Dr. Maria Pimienta, Principal

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<http://cms.lynwood.k12.ca.us/>

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



Lynwood Unified School District

11321 Bullis Road

Lynwood, CA 90262

(310) 886-1600

<http://www.lynwood.k12.ca.us>

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Assistant Superintendent

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School Description

Principal Message

The mission of Cesar Chavez Middle School is to provide a clean and safe environment that is conducive to student achievement. All students will fearlessly achieve their highest academic and personal aspirations through multiple access points. Throughout this process, we are dedicated to honoring all voices within our community, while fostering a spirit of creative and innovative thinkers. As a school community, it is our ultimate goal to develop and perpetuate a growth mindset through collaboration, teamwork and the effective use of technology.

Our school has students in sixth, seventh and eighth grade. We have a daily schedule of 55 minutes four days a week. On Wednesday, our classes are 38 minutes, because of "early release" at 12:43pm. These days are used for teacher collaboration time, professional developments, staff meetings, and workshops. We have five main instructional buildings, three classroom buildings (two with computer labs), the library, multi-purpose room, and administrative offices. Students are placed in an academic schedule that ensures that every student experiences a rigorous curriculum, and demonstrates academic and social growth. All academic programs, curricular decisions, intervention programs, and extra-curricular activities share a basic premise of "Reaching the Whole Child." The middle years are a time for growth, challenge and discovery. At Cesar Chavez Middle School, our goal is to encourage and prepare our students to participate fully, to take risks, and to be self-advocates.

Our parents also participate in family and personal growth workshops, in which they gather to use educational resources, such as, but not limited to, computers, educational journals, and printers. Parents serve as one of the gateways to enduring student learning that takes place outside of the school. The relationship between school and home is a significant priority for student success. Though 21st century learning is a challenge for the field of education, Cesar Chavez Middle School is preparing our students to become more technologically advanced "hands on" learners. We are adapting to the needs of our student population, and investing in professional development for all of our stakeholders, including community members. Our founding goal is to provide the skills and tools necessary to ensure that our students are college and career ready.

Dr. Maria Pimienta, PRINCIPAL

Major Achievements

- During the 2015-2016 school year, new programs were implemented at our school, which have had a direct impact on instruction and assessment results, have been our partnership with Principal Exchange. Our instructional design model consisted of differentiated instruction strategies (hourglass design, which allows for gradual release process), interactive notebook (students engaging in inquiry based note taking and making connections to their learning, using their own language and creating symbols and connections to real world), and chunking of instruction strategies into smaller, more understandable lessons.
- We also have an afterschool program called Think Together, which has served nearly 100 students from 3:15pm to 6pm. Students receive homework help, participate in arts and crafts, play sports, and receive additional homework time.

- Our students are given the opportunity to participate in several enrichment activities: MESA (Mathematical, Engineering, Science Achievement for sixth through eighth graders), Pentathlon (an academic competition for seventh through eighth grade students involving English, math, science, social studies), Mock Trial (a mock court case trial sixth through eighth grade), Oratorical (poetry contest for sixth through eighth grades), Spelling Bee (sixth grade), and sports through Think Together (boys flag football, boys and girls soccer, and cheer).
- Cesar Chavez Middle School students have earned many accomplishments through our various enrichment activities. Our MESA students advanced to the regional competition to win over 15 awards. At the Pentathlon competition, students collected well over 50 individual awards out of over 70 public, private, and charter schools from Los Angeles and Orange Counties.. Our Mock Trial team advanced to the 2nd round of the district Mock Trial competition. We had several students receive honorable mention awards for Oratorical and Spelling Bee through the district.
- Two of our teachers, Ms. Jasmin Brown and Ms. Shomara Gooden, were lead teachers for the California History Social Science Project, and traveled across the state of California conducting professional developments for the History Project. This includes data driven instruction, differentiated instruction, and providing students additional resources to be able to access the history curriculum. In November of 2015, both teachers were honored at the statewide California History Social Science Project 25th Anniversary banquet; they also presented at the conference.

Focus For Improvement

- We are excited to venture into the 2017-2018 school year. We are looking to improve our CAASP data, district unit benchmark data, and fully implement our PBIS program, which should decrease student behavior distractions and focus on positive interactions on campus. The academic improvements will be measured by test scores released through California Department of Education, unit assessment tests scored by LUSD, and student grades. Our discipline results will be measured by the amount of referrals written regarding student behavior and levels of discipline (ie. talking out of turn vs. blatant defiance such as fighting).
- Across the school, we are embedding AVID strategies throughout the content areas, including history and science. Those strategies include Cornell Note taking and Marking the Text. Other strategies that are being developed and spread are the interactive notebook as a learning tool, mini assessments within our units, and checking for understanding strategies (entrance and exit slips, and real time assessments which allow teachers to form groups based on learning objectives).
- Our Advancement Via Individual Determination (AVID) site team will be focused on Algebra 1 for eighth grade students. We have noticed across the nation AVID is a road block to graduation from high school. Our AVID program is designed to ensure students have all of the necessary resources, tools, and strategies to be successful in college or career.
- During this school year, CCMS has expanded the electives offered on the Master Schedule. We now have AVID, PLTW, Band, Rock and Roll Band, Leadership, Military, and Math Support
- We have created a discipline flow chart which is signed by both parent and student, a parent-student handbook, and a summer orientation where new parents can hear about our school rules and policies. We now currently have (3) computer labs and multiple chrome mobile carts on campus. Our teachers are implementing technology into their classroom instruction using the chrome books and innovative technological resources.

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 6	195
Grade 7	292
Grade 8	256
Total Enrollment	743

2016-17 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0
Asian	1.35
Filipino	0
Hispanic or Latino	98.25
Native Hawaiian or Pacific Islander	.13
White	0
Two or More Races	0
Socioeconomically Disadvantaged	96.2
English Learners	21.5
Students with Disabilities	12.5
Foster Youth	1.5

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.

Teacher Credentials			
Cesar Chavez Middle School	15-16	16-17	17-18
With Full Credential	32	32	28
Without Full Credential	3	1	3
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			
Cesar Chavez Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0		0
Vacant Teacher Positions	0	0	1

* "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	McGraw Hill California Study Sync 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Glencoe California Mathematics Course, McGraw Hill, 2015 Mathematics: Concepts and Skills, Course 1 Math 2004 Concepts and Skills, Course 2 Math 2004 Concepts and Skills, Algebra Math 2004 Pre-Algebra Math 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Focus on Earth Science Science 2007 Focus on Life Science Science 2007 Focus on Physical Science Science 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	World History - Ancient Civilization Social Studies 2006 World History Medieval to Early Modern Time Social Studies 2006 United States History Social Studies 2006 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)

The school plant was built in 2005. Esthetically, the school looks like a college campus. To ensure student safety before, during and after the school day, campus security, teachers, and administrators supervise the school grounds including the cafeteria, quad area, and athletic fields. Signs are posted throughout the campus to indicate all visitors must report to and register in the administration office. All staff and visitors wear appropriate identifying badges.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority.

The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district allocates for major repairs or replacement of existing building components. Typically, this includes roofing, plumbing, heating and air conditioning, electrical systems, interior and or exterior painting and floor systems. .

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: 11/04/2017					
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		Ceiling tiles stained and damaged wall surface in classroom. Ceiling tiles replaced and wall surface repaired.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
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 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	25	22	32	33	48	48
Math	13	16	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	278	269	96.8	44.6
Male	133	126	94.7	41.3
Female	145	143	98.6	47.6
Hispanic or Latino	264	256	97.0	44.5
Socioeconomically Disadvantaged	263	255	97.0	43.5
English Learners	55	52	94.6	11.5
Students with Disabilities	23	22	95.7	18.2

* 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	52	45	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
7	20.1	30.9	28.1

* 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	730	716	98.08	22.13
Male	376	364	96.81	17.93
Female	354	352	99.44	26.44
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	718	704	98.05	22.08
White	--	--	--	--
Socioeconomically Disadvantaged	704	690	98.01	21.8
English Learners	381	374	98.16	11.41
Students with Disabilities	88	87	98.86	3.49
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	11	10	90.91	20

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	730	685	93.84	16.24
Male	376	351	93.35	15.12
Female	354	334	94.35	17.43
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	718	675	94.01	16.34
White	--	--	--	--
Socioeconomically Disadvantaged	704	660	93.75	16.41
English Learners	381	352	92.39	8.07
Students with Disabilities	83	77	92.77	3.95
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	11	9	81.82	11.11

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)

Parent involvement within the school is an important component to the overall well-being of a child. All parents are encouraged to participate in the various school organizations, such as: Coffee with the Principal, School Site Council (SSC), English Language Advisory Council (ELAC), and School Advisory Council (SAC). Parents are also able to visit their child's classroom during the instructional day. Parents also assist the school with: "beautification days", participating with teachers to assist with extra-curricular activities, and being active participants in the safe school plan. Our parents also participate in workshops pertaining to parenting and college and career readiness. During this school year we would like to have more activities, such as muffins with moms, donuts with dads, grade level literacy and technology nights, and recognition events. Information about parent involvement accessed through the principal by calling 310 886 7300.

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

Cesar Chavez Middle School is committed to providing a safe and secure environment for faculty, staff and students. The SAFE SCHOOL PLAN is designed to assist each school staff member in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The School Safety Plan is revised yearly and a both a digital and hard copy is available at the school site. The major goal of this plan is to assist all school staff in preparing for the potential of emergency situations. Our SAFE SCHOOL PLAN was revised in December of 2016.

Cesar Chavez Middle School has one main entrance and dismissal gate. We always have a security guard arrive at 7am. One is stationed at the front gate from 7:45 to 8:35. All visitors must sign in at the front office and wear a visitor's pass when entering the campus. They also are instructed to go directly to their destination and return to the front office to sign out upon leaving the site.

The SCHOOL SAFETY PLAN is shared annually with our staff during a staff meetings and also serves as a living document, which can be amended if needed. Assemblies are usually hosted and scheduled through PE department to advise students on the SCHOOL SAFETY PLAN.

We have monthly drills to practice for earthquake, fire, and lockdown emergencies. We ensure our students and staff fully understand our evacuation procedures.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	5.9	11.9	5.4
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	2007-2008	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	2.0
Counselor (Social/Behavioral or Career Development)	0.25
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Nurse	1.0
Speech/Language/Hearing Specialist	0.25
Resource Specialist	2.0
Other	4
Average Number of Students per Staff Member	
Academic Counselor	370

* 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	27	27	24	5	5	8	14	14	13	6	6	5
Mathematics	21	21	25	12	12	7	14	14	12	4	4	7
Science	27	27	29	2	2	6	13	13	3	5	5	10
Social Science	27	27	30	4	4	3	13	13	6	3	3	9

* 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

Every month we hold two whole group staff meetings, one department meeting by content area, and one grade level meeting. Each meeting has a clear focus and always centers around preparing students to be successful for the 21st century in college and or career.

Teachers are supported using new methods by the department, department chairs, instructional lead, and site administration. We are always willing to utilize demo lessons, so teachers can see the method of instruction within practice.

In 2017-2018, the major focus for staff development was lesson planning (focusing on the hourglass design, which is creating groups within the classroom), chunking information (small bits of instruction at a time), increase rigor, bell to bell instruction, and check for understanding.

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

- Curriculum Alignment Institutes, and Collaborative Planning led by Administrators or Designee
- Researched based professional development that supports students' needs and based on student data
- Instructional Coach Training
- Site Administrative Training and Coaching
- Summer Strategies Training and Practicum (with ELD/Academic Language Development for English Learners) outlined throughout the year
- Professional development for teachers & administrators on instruction in Standard English for African American students which includes follow up work with teachers and students

Cultural Awareness/Proficiency and Digital/Technology based professional development trainings are also embedded in the monthly staff meetings for this upcoming spring. The district has also implemented a monitoring system to ensure the effectiveness of professional development for our staff members. The monitoring system includes follow up sessions and site visits from district professional development facilitators.

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

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5076	177	4899	71064.51
District	♦	♦	4564	\$77,992
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			7.3	-3.0
Percent Difference: School Site/ State			-13.7	-4.2

* Cells with ♦ do not require data.