



Janie P. Abbott Elementary School

5260 East Clark Street. • Lynwood, CA 90262 • 310.603.1498 • Grades PK-6

Adolfo Herrera, Principal

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

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

School Description

Principal's Message

Janie P. Abbott Elementary School is located at 5260 E. Clark Street in Lynwood, California. During the 2016-2017 school year, 728 students in grades Pre-K-6th grade were enrolled. Demographic composition of student enrollment includes: 52% English Language Learners. In addition, 95% of our student population is Hispanic or Latino, 4% are African American and 1% are Caucasian. Our primary demographic subgroups are English Learners, Socioeconomically Disadvantaged, and Hispanic.

Janie P. Abbott Elementary School is committed to providing students a rigorous and quality education. Abbott strives to develop inquisitive and versatile life-long learners who will achieve their academic and creative potential. Collaboration among staff, parents and students provides a caring, inclusive and rigorous learning environment, which will develop students of the utmost character, who value integrity in their pursuit of academic excellence. Standards-based differentiated instruction ensures that the needs of all students are being met. Students who may have difficulties mastering grade level standards are provided additional support to achieve mastery. Teachers provide various instructional strategies, one on one assistance, and small group instruction to address the varied learning styles and needs of students.

As a recipient of various accolades, including the 2008 and 2016 Title I Academic Award, Abbott is committed to continuing to provide our students with a quality education. Our staff members believe that each child has the right to a quality education and embraces the responsibility for helping promote the growth and development of contributing, productive citizens.

Adolfo Herrera, PRINCIPAL

Major Achievements

- Janie P. Abbott Elementary School was recognized as one of our 772 California Department of Education Gold Ribbon Schools for 2016. The award reflects our school's success in creating a positive learning atmosphere for your students.

*Abbott recognized as 2016 Title I Academic Achievement Award from the California Department of Education.

*Abbott Elementary received Silver Level PBIS schools award

*Through an intensive curriculum alignment process, Janie P. Abbott Elementary has ensured all instruction is aligned to support all students' ability to graduate college and career ready. Curricular goals, objectives, and actions were created during the Curriculum Alignment process using state and content standards.

- All students have access to appropriate grade level core materials. Additional resources are available for students who participate in the Special Education and English Learner programs.
- Select math and English language arts teachers, including Special Day Class and Resource Specialist Program teachers, attended a six day LUSD institute to develop standards based benchmarks for their respective grade level. Teachers also attended Summer Institutes to help support English Learners and other students with ELD/Formal Academic English focus in closing the achievement gap. Our Instructional Lead Teacher participates in coaches' training and conducts daily classroom coaching, modeling, and provides support to teachers based on data as well as provide follow-up professional development based on data to grade levels/departments or staff on a weekly basis. This multi-year professional development plan



Lynwood Unified School District

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District Governing Board

Alma-Delia Renteria, M.Ed. -
President

Briseida Gonzalez, MSW - Vice
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Superintendent

Patrick Gittisriboongul, Ed.D
Assistant Superintendent
Educational Services

Nancy Hipolito
Assistant Superintendent
Human Resources

Marlene Dunn
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Patrick Gittisriboongul, Ed.D.
Chief Technology Officer

- supports students' needs and is based on student data. Additional trainings are provided by the site administrators.
- Teachers have attended Summer Institutes to help support English Learners and other students in closing the achievement gap, particularly for students with disabilities and English Language Learners. At Abbott, we provide 45 minutes of strategic, daily intervention to support all students as Language Learners in the form of our Academic Language Development/English Language Development rotations. School administrators monitor implementation of the 50/50 instructional model, where half of the period is spent in a heterogeneous whole group and half is in small homogeneous leveled groups for targeted instruction, in an effort to support Abbott's spectacular teachers and scholars.

Focus for Improvement

- Abbott Elementary School has made significant growth in English language arts and mathematics over the past three years. In order to foster continued growth, our collective focus must shift from a mindset of remediation to one of enrichment and depth.
- Abbott will continue to deepen its school-wide focus on the development of data, continue to align our curriculum with essential state and Common Core standards, design interim assessments to determine student progress, participate in scheduled reflective meetings to determine instructional need and implement prescriptive intervention. Teachers will strictly adhere to our 50/50 instructional plan framed around teacher identified target standards. Center based instruction includes guided reading, which will address the variance in student reading levels. Thirty minutes of daily word study will be integrated into the schedule.
- Additionally, Abbott instructional staff will create bi-weekly assessments. These assessments will be comprised of target standards in both English language arts and math. In order to prepare our Abbott Scholars for the technological demands of the Common Core and Smarter Balanced Assessment formats, these periodic assessments for third through sixth graders will be administered and scored online. Common Core is a set of standards developed by the federal government in the hopes of unifying education standards nationwide.
- Abbott will closely monitor regular collaborative grade level planning sessions, to support the cultivation of differentiated strategies for individual student needs. Afterschool intervention and Saturday academies will further reinforce daily instruction and student mastery of key target standards.
- Student progress will be closely monitored using state, district benchmark, and site-based assessments. These assessment results will be analyzed in conjunction with teachers' observations.

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
Kindergarten	108
Grade 1	99
Grade 2	92
Grade 3	92
Grade 4	96
Grade 5	101
Grade 6	107
Total Enrollment	695

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0
Asian	0
Filipino	0.1
Hispanic or Latino	95.5
Native Hawaiian or Pacific Islander	0.1
White	1.6
Two or More Races	0.1
Socioeconomically Disadvantaged	92.4
English Learners	38.1
Students with Disabilities	7.3
Foster Youth	0.7

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			
Janie P. Abbott Elementary School	15-16	16-17	17-18
With Full Credential	31	29	30
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Lynwood Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	29
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Janie P. Abbott Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments			0
Vacant Teacher Positions	0	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	Open Court Anthology English/Language Arts 2002 Holt Literature & Language Arts English/Language Arts 2003 Corrective Reading Decoding - Level C English/Language Arts 2007 Spelling Through Morphographs - Level C English/Language Arts 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	California Go Math, 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	CA Science Science 2008 Focus on Earth Science, CA Edition Science 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History-Social Science for CA Social Studies 2006 World History-Ancient Civilizations Social Studies 2006 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 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)

During the 2004-2005 Abbott inaugurated a new facility that currently houses our 3rd, 4th and 5th grade students. Our RSP/Speech programs and Science Laboratory are also located in this building. This addition complemented the main campus buildings which have been in place since the 1930's. The main plant is in need of some modernization and cosmetic repair.

Our custodial team helps maintain our campus grounds clean and safe. The grounds are consistently monitored to ensure cleanliness and student safety. The campus includes 31 permanent classrooms, 8 portables, a library, 2 computer labs, a science lab, a blacktop playground and grassy play areas. At the present time, 100% of our restrooms are in good working order. Lynwood Unified School District administers a scheduled maintenance program to ensure that all classrooms and facilities are well-maintained. When repairs are needed, a work order is submitted to District personnel, which immediately alerts them of any maintenance needed to be performed.

During 2011-2012, some cosmetic improvements were made to our facilities. These improvements included re-carpeting and painting. Our exterior fence was extended around our North side classrooms. Our phone system and technological/ communications capabilities were also updated.

Planned 2012-2013 improvement include: new administrative offices, updated paint, window upgrades, ceiling panel replacement, additional fencing, landscaping and refurbishing of our security cameras.

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:

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer					
Interior: Interior Surfaces					
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation					
Electrical: Electrical					[STATUS AS OF Nov 27 2012] Missing outlet cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains					
Safety: Fire Safety, Hazardous Materials					
Structural: Structural Damage, Roofs					
External: Playground/School Grounds, Windows/ Doors/Gates/Fences					[STATUS AS OF Nov 27 2012] Admin building burned-fenced and demolished.
Overall Rating	Exemplary	Good	Fair	Poor	

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	30	38	32	33	48	48
Math	24	33	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	109	108	99.1	37.0
Male	54	54	100.0	38.9
Female	55	54	98.2	35.2
Hispanic or Latino	109	108	99.1	37.0
Socioeconomically Disadvantaged	104	103	99.0	35.0
English Learners	32	32	100.0	12.5

* 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	41	37	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
5	21	20	24.8

* 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	401	397	99	37.53
Male	211	210	99.53	31.9
Female	190	187	98.42	43.85
Black or African American	--	--	--	--
Hispanic or Latino	388	385	99.23	38.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	375	371	98.93	36.66
English Learners	255	253	99.22	36.36
Students with Disabilities	39	39	100	2.56
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	401	399	99.5	33.08
Male	211	210	99.53	31.9
Female	190	189	99.47	34.39
Black or African American	--	--	--	--
Hispanic or Latino	388	387	99.74	34.11
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	375	373	99.47	32.98
English Learners	255	255	100	33.73
Students with Disabilities	39	39	100	10.26
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)

Abbott is dedicated to working collaboratively with parents and the surrounding community to bring about progress and student success. Janie P. Abbott Elementary School deeply values the input and support of all stakeholders. We strongly believe that success is the result of the entire school community working collaboratively to help facilitate student achievement. As a result, Abbott Elementary has worked diligently to forge a strong partnership with our parents and community members.

Communication with parents and community members occurs via the Blackboard Connect, Abbott newsletter, Abbott marquee, and our Abbott website. Parents complete surveys on a yearly basis, which provide us with input, questions and concerns. The principal hosts monthly "Coffee with the Principal" meetings. Parents are treated to community presenters and information regarding the Abbott program. These meetings also serve as a public forum for parents and community members to voice concerns and ask questions. In addition to this teachers conduct Grade Level Parent Academies that focus on success in the classroom at that specific grade level. These workshops are part of the Abbott Parent Involvement Policy. Parents are also informed about their students progress via the release of District Benchmark Results sent home every 6 weeks

For the 2017-18 school year, parent classes are in development and will be held in the new Abbott Parent Center. These classes include Beginning Literacy and English. Parents are involved in the development of the Abbott program via participation in the School Site Council, School Advisory Council, English Language Advisory Council and Parent/Teacher Association. These councils work diligently with school personnel on projects such as the Single School Plan for Student Achievement. Abbott parents also volunteer on a daily basis both in and out of the classroom.

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

For the 2017-18 school year and through the collaboration of school and district staff, Abbott Elementary School provides a safe environment for all stakeholders. A school wide Code of Conduct and classroom expectations are in place that promote respect, cooperation, courtesy, and acceptance of others. Abbott Elementary School is a closed campus. However, parents and community members are encouraged and welcomed to visit our school. All visitors must sign in at the front office and wear identification badges while on school grounds. During recess, lunch, breaks and before school, campus monitors, teachers, and administration monitor the campus to ensure student safety. At the end of the school day, teachers escort students to designated pick-up areas for dismissal. 2014 was the first year that Abbott participated in the Positive Behavioral Interventions and Supports (PBIS) program. We were successful in reaching PBIS implementation at the Silver Level in 2016.

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 a 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 ingress and egress from school, sexual harassment policy, suspension and expulsion policies, dress code, and discipline policies.

The school safety plan is shared with staff and parents via informational meetings. Each component is presented and discussed. District Safety Officials have attended our monthly "Coffee with the Principal" meetings to discuss district protocol and communicate safety recommendations. Practice emergency drills are held on a monthly basis to familiarize staff and students with emergency procedures. The School Site Council evaluates and updates the plan on a yearly basis during the spring. Abbott has in place a Standardized Emergency Management System (SEMS) comprised of school personnel that is equipped and ready to assist emergency response agencies in the event of an emergency. The Safety plan is reviewed and updated annually as well as reviewed with faculty on a quarterly basis.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	0.1	0.1	0.4
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	2009-2010	2006-2007
Year in Program Improvement	Year 4	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	0
Counselor (Social/Behavioral or Career Development)	0.25
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.33
Social Worker	0
Nurse	1.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.0
Other	2
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			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
K	24	24	26				5	5	5			
1	23	23	24				4	4	4			
2	26	26	23			1	4	4	3			
3	23	23	25				5	5	4			
4	29	29	26				4	4	4			
5	31	31	27				3	3	4			
6	25	25	35	1	1		2	2				3

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development. Professional Development is offered on Wednesdays and Saturdays serving as training for new staff and as a refresher for our veteran teachers. In addition to off campus professional development, in-class coaching is provided alongside teacher-principal meetings.

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

- Curriculum Alignment Institutes

- Researched based professional development that supports students' needs and based on student data
- 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 technology.
- * AVID in grades 6
- * Thinking Maps in all grades
- * Google for Education Training across all grades

The district has also implemented a monitoring system to ensure the effectiveness of professional development for our staff. 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/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5377	454.52	4923	71431.03
District	♦	♦	4564	\$77,992
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			7.9	-2.5
Percent Difference: School Site/ State			-13.3	-3.8

* Cells with ♦ do not require data.

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.