



Lynwood Middle School

12124 Bullis Rd. • Lynwood, CA 90262 • (310) 603-1466 • Grades 7-8

John Terry, Principal

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

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

School Description

Principal's Message

Lynwood Middle School's (LMS) essential function is to ensure that all students receive a solid academic foundation that will prepare them to be college and career ready. We focus on creating an environment that promotes Access, Equity and Justice for our students. As a school site, we have committed to this focus by aligning our instruction with the Common Core standards and even more specific with the district-wide matrices. Through constant reflection and conversations regarding instruction, our staff has continued to analyze and disaggregate data to improve student performance in the classroom and on both District and State assessments. By creating SMART goals aimed at reaching Safe Harbor targets or beyond for all students including our significant groups (e.g. African American, English Language Learners, Students with IEPs, etc.), we hope to continue our academic success.

Our school site also provides both STEM and VAPA opportunities during the school day such as Engineering, Medical Detectives, Band, Drama, Art and Microsoft IT. Students also have the opportunity to pursue prospective interests in the following clubs: Art Club, Green Club, M.E.S.A., Music Club, The Go to College Club (G2C), and A.V.I.D. Club. In addition, we offer enrichment through programs such as the STAR program, The Movement, Think Together and Palabra.

The ultimate goal of LMS is to create a place for all of our students. By doing this on a daily basis, I believe our students can have a memorable Middle School experience.

John Terry - LMS Principal



Lynwood Unified School District

11321 Bullis Road
Lynwood, CA 90262
(310) 886-1600

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

District Governing Board

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Assistant Superintendent
Educational Services

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Assistant Superintendent
Human Resources

Marlene Dunn
Chief Business Official
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Chief Technology Officer

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 7	488
Grade 8	451
Total Enrollment	939

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7
American Indian or Alaska Native	0
Asian	0
Filipino	0.1
Hispanic or Latino	91.9
Native Hawaiian or Pacific Islander	0.6
White	0.3
Two or More Races	0
Socioeconomically Disadvantaged	96.5
English Learners	22.3
Students with Disabilities	9.9
Foster Youth	0.9

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 Middle School	15-16	16-17	17-18
With Full Credential	41	43	43
Without Full Credential	1	1	1
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 Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments			0
Vacant Teacher Positions	1	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	Holt Literature and Language Arts Grade 6 English/Language Arts 2003 Holt Literature and Language Arts Grade 7 English/Language Arts 2003 Holt Literature and Language Arts Grade 8 English/Language Arts 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2008 McDougal Littell California Pre-Algebra 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)

Most of the buildings in the LMS campus are over 50 years old. Two of the main buildings at LMS were remodeled during the 2005-2006 school year. Most of the buildings are in operable conditions. We have full time custodial teams that work different shifts to keep our campus clean. Classrooms get cleaned on a daily basis and restrooms get cleaned approximately 3 times a day. Our enrollment is around 980 students in seventh and eighth grades. We have a ratio of 33 students per teacher. Our facilities meet our students' needs.

The Lynwood Unified School district will invest bond money through the locally approved Measure K to undertake much needed repairs/ facility upgrades. The gymnasium improvements and upgrades were completed in 2014-2015 that included new courts, color scheme, refinished flooring, and lighting as well as bleacher repairs. The exterior of the entire school was painted and refreshed in 2014-2015 that increased school and community pride. Additional HVAC systems were replaced at the Library building/classroom in 2014 2015.

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: 01/02/2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	Sewer line stoppage in restroom. Sewer line cleared and repairs completed on sewer system piping.
Interior: Interior Surfaces			X	Stained ceiling tiles in classrooms, walls in some classrooms have cracks and holes, some flooring carpets have stains. Ceiling tiles replaced, walls repaired and carpets shampooed.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation			X	Graffiti in Auditorium and Gym bleachers, bird droppings at entrance to boys locker room. Graffiti removed and wall painted. Bird control system installed and bird droppings removed and area power washed.
Electrical: Electrical			X	Light bulbs burned out in classrooms, light covers missing, hot unsecured appliances. Light bulbs replaced, light covers replaced and unsecured appliances removed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Some restrooms not maintained or stocked with supplies. Damaged fixtures and sewer stoppage in boys restroom. Restrooms cleaned and are stocked on a daily basis. Damaged fixtures replaced and sewer stoppage repaired and line cleared.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Security fence and gates broken at electrical transformer area. New security gate and chain-link enclosure installed.
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	33	34	32	33	48	48
Math	19	21	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	498	482	96.8	50.4
Male	243	234	96.3	51.3
Female	255	248	97.3	49.6
Black or African American	39	38	97.4	47.4
Hispanic or Latino	453	439	96.9	50.6
Socioeconomically Disadvantaged	459	445	97.0	50.8
English Learners	115	107	93.0	29.0
Students with Disabilities	49	45	91.8	46.7

* 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	54	50	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	20.8	23.4	15.8

* 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	935	922	98.61	33.62
Male	479	472	98.54	26.48
Female	456	450	98.68	41.11
Black or African American	69	68	98.55	23.53
Filipino	--	--	--	--
Hispanic or Latino	857	845	98.6	34.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	900	887	98.56	33.26
English Learners	397	385	96.98	12.73
Students with Disabilities	109	109	100	4.59
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	12	12	100	33.33

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	934	922	98.72	21.48
Male	478	473	98.95	19.66
Female	456	449	98.46	23.39
Black or African American	69	66	95.65	13.64
Filipino	--	--	--	--
Hispanic or Latino	856	847	98.95	22.2
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	899	887	98.67	21.53
English Learners	396	389	98.23	7.2
Students with Disabilities	110	108	98.18	3.7
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	12	12	100	16.67

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)

Parents play a vital role in the educational program at Lynwood Middle School and are always encouraged to participate in the activities that take place on our campus. The LMS Parent Center offers them the opportunity to become actively involved in their children's education by obtaining resources and participating in trainings throughout the year. The Parent Center also enables parents to learn more about school programs, interventions, and curricular practices. Furthermore, it affords them the opportunity to volunteer, visit classrooms, and provide valuable feedback regarding improvements at Lynwood Middle School. Parents are permitted to use our computer labs, which allows them to access the Internet and receive instruction in computer literacy and basic technological skills.

Lydia Gomez, oversees the Parent Center as well as our School Site Council through which our parents are given a voice in the Single Plan for Student Achievement (SPSA) for Lynwood Middle School. All parents are notified and invited to attend our School Site Council, School Advisory Council and English Learner Advisory Committee meetings that are held monthly. Additionally, Ms. Shari Kaya (Instructional Lead) and Rafael Bernal (Assistant Principal) are also available to assist parents through collaboration & student interventions. Our parents at Lynwood Middle School have participated in the following programs:

- Parent Engagement Nights
- Parent Conference Nights and Open House
- Drug awareness and community information through the L.A. County Sheriff's Department
- Workshops in mental health, physical health and nutrition
- Physical/sexual abuse awareness and education
- Coffee with the Principal monthly meetings - emphasis on improving 21st Century Skills

In addition, parents are offered the opportunity to receive college and career information through field trips sponsored by the National College Resources Foundation. We also stay connected with parents by maintaining a school website and by utilizing the Parent Portal via Aeries.Net, an attendance and grading platform. Our commitment to parental involvement and communication are enhanced through phone calls using our Blackboard Connect and Loop Aeries system, as well as our monthly newsletter, The LMS Outlook.

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

The safety of students and staff is a primary concern of Lynwood Middle School. Administrators, teachers and security personnel monitor the campus regularly throughout the day. All visitors must sign in at the front gate and wear identification badges throughout the duration of their stay on campus. Students are expected to arrive daily at school in uniform and with proper school identification.

The school safety plan is revised annually and submitted for review and approval by the School Site Council and the Board of Education for Lynwood Unified School District. Revisions are shared immediately with all members of the staff. The key elements outlined within the plan include: 1) child abuse reporting procedures; 2) teacher notification of dangerous pupils procedures; 3) disaster/crisis response procedures; 4) procedures for safe entrance and exit from campus (visitors); 5) discrimination, intimidation/bullying, and sexual harassment policies; 6) suspension and expulsion policies; 7) dress code; and 8) discipline policies. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards as well as with California Education Code 32286. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. All students and staff receive a synopsis of the School Safety Plan.

Specific steps have been taken to prepare for emergencies. Every classroom has a booklet near each door with possible emergency scenarios which are numbered (i.e; fire or active shooter on campus) that gives teachers step by step guidance on how to react in any given situation. We will work with our district office to provide intruder and active shooter training for our school site.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	3.9	9.2	8.2
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	1999-2000	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	0.33
Social Worker	0
Nurse	1.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist	2.0
Other	7
Average Number of Students per Staff Member	
Academic Counselor	475

* 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	26	26	25	10	10	13	38	38	32	1	1	2
Mathematics	22	22	17	16	16	38	27	27	22			
Science	30	30	31	3	3	3	18	18	12	11	11	16
Social Science	29	29	29	3	3	4	28	28	23	2	2	6

* 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

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

- Curriculum Alignment Collaborative/Guided Planning and Data Reflection Sessions
- Common Core Alignment and Literacy Implementation through Math Solutions
- California History-Social Science Project (CHSSP)
- Site Administrative Training and Coaching through Principal's Exchange
- District Summer Summer Institute
- Professional development for teachers & administrators on Cultural Awareness through the Equity Department

Teachers take some time each year to improve their pedagogy 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. 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/.

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	6797	2144	4654	73129.98
District	♦	♦	4564	\$77,992
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			2.0	-0.2
Percent Difference: School Site/ State			-18.0	-1.5

* Cells with ♦ do not require data.