

Janie P. Abbott Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Janie P. Abbott Elementary School
Street	5260 East Clark Street.
City, State, Zip	Lynwood, CA 90262
Phone Number	310.603.1498
Principal	Kevin Cano
Email Address	kcano@mylUSD.org
School Website	https://abbott.mylUSD.org/
Grade Span	K-6
County-District-School (CDS) Code	19647746020234

2024-25 District Contact Information

District Name	Lynwood Unified School District
Phone Number	(310) 886-1600
Superintendent	Gudiel R. Crosthwaite, Ph.D
Email Address	gcrosthwaite@mylUSD.org
District Website	http://www.lynwood.k12.ca.us

2024-25 School Description and Mission Statement

Principal's Message
 Janie P. Abbott Elementary School is located at 5260 E. Clark Street in Lynwood, California. During the 2023-2024 school year, 444 students in grades TK-6th grade were enrolled. Demographic composition of student enrollment includes: 24% 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

2024-25 School Description and Mission Statement

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.

Abbott is committed to education, and we pride ourselves on being a resource for our community as well. Currently, we are a member of the California Community School network. This allows our community a licensed Community Schools Case Manager, Ms. Susana Lara, who

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.

Kevin Cano, Principal

Major Achievements

*Abbott Elementary received Platinum Level PBIS schools award 2023

*Pivotal Practice Award 2022

*Abbott Elementary School was selected as a Turnaround Arts school, a prestigious honor further enhancing and expanding the arts for every TK-6 student on site.

*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 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 few 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 create team lesson plans and assessments. These assessments are 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 regularly participate in collaborative grade level planning sessions, to support the cultivation of differentiated strategies for individual student needs. After school intervention and Saturday academies also further reinforce daily instruction and student mastery of key target standards.
- Student progress is closely monitored using state, district benchmark, and site-based assessments. These assessment results are analyzed in conjunction with teachers' observations.

2024-25 School Description and Mission Statement

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	108
Grade 1	45
Grade 2	53
Grade 3	62
Grade 4	59
Grade 5	58
Grade 6	64
Total Enrollment	449

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.8
Male	45.2
Asian	0.2
Black or African American	2.2
Hispanic or Latino	96.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	0.9
English Learners	18.9
Foster Youth	1.1
Homeless	3.8
Migrant	0.2
Socioeconomically Disadvantaged	94
Students with Disabilities	7.1

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.00	100.00	462.60	87.23	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.10	2.29	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	19.70	3.72	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.20	1.55	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	27.50	5.20	18854.30	6.86
Total Teaching Positions	22.00	100.00	530.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.30	100.00	473.50	89.37	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.20	0.99	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.80	1.11	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	18.00	3.41	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	27.10	5.11	15831.90	5.67
Total Teaching Positions	22.30	100.00	529.80	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	100.00	449.10	86.90	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	0.77	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	18.40	3.57	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	17.80	3.46	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	27.30	5.30	14303.80	5.15
Total Teaching Positions	20.00	100.00	516.80	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Lynwood USD adopts instructional materials from the approved lists provided by the California Department of Education. As part of the adoption process, the district pilots potential programs with teachers to gather input and evaluate their effectiveness. This collaborative approach ensures that the instructional materials selected meet the diverse needs of our students and align with the California's content standards.

Year and month in which the data were collected

01/2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill - World of Wonders for Pre-K and TK, 2018	Yes	0
	Houghton Mifflin Harcourt - Journeys CA Student Edition Set for Grades Kindergarten - 5th, 2017		
	SRA McGraw Hill - Study Sync: CA Student Edition for Grade 6		
Mathematics	McGraw Hill - My Math for Pre-K and TK, 2018	Yes	0
	Houghton Mifflin Harcourt - California Go Math for Grades Kindergarten - 6th, 2015		
Science	McGraw Hill - Inspire Science for Pre-K and TK, 2018	Yes	0
	McGraw Hill - CA Inspire Science for Grades Kindergarten - 6th, 2019		
History-Social Science	Savvas Learning Company - My World Interactive for Pre-K and TK, 2019	Yes	0
	Savvas Learning Company - My World Interactive for Grades Kindergarten - 5th, 2019		
	Savvas Learning Company - Ancient Civilizations for Grade 6, 2019		

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

School Facility Conditions and Planned Improvements

The interior hallway surfaces received fresh coat paint and baseboard during the winter break at the 2 story building. The site classroom building was re-roof and installed new energy efficient HVAC units during the summer period of 2024. The school site is planned to receive new energy efficient air conditioning equipment within the coming years. A second roofing project is being plan for Summer 2025.

Year and month of the most recent FIT report 12/23/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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	Asphalt playground area is experiencing large cracks. The District has contracted a soil's engineer to investigate the cause of the cracks and to provide recommendation to remediate the issue.

Overall Facility Rate

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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	29	40	30	31	46	47
Mathematics (grades 3-8 and 11)	27	32	18	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	241	238	98.76	1.24	39.50
Female	122	121	99.18	0.82	41.32
Male	119	117	98.32	1.68	37.61
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	229	228	99.56	0.44	39.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	41	39	95.12	4.88	12.82
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	228	226	99.12	0.88	38.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	0.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	241	239	99.17	0.83	32.22
Female	122	121	99.18	0.82	26.45
Male	119	118	99.16	0.84	38.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	229	229	100.00	0.00	31.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	41	40	97.56	2.44	7.50
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	228	227	99.56	0.44	32.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	15.38	16.07	11.76	11.64	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	56	56	100.00	0.00	16.07
Female	27	27	100.00	0.00	14.81
Male	29	29	100.00	0.00	17.24
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	54	54	100.00	0.00	14.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	55	100.00	0.00	14.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

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 AERIES, Abbott newsletter, Abbott website, Facebook and Instagram.

Parents complete surveys on a yearly basis, which provide us with input, questions and concerns.

The Principal, Kevin Cano, hosts monthly Coffee with the Principal. 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 2023-2024 school year, parent classes are in development and will be held in the Abbott Parent Center. These classes include Beginning Literacy and English home support. 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	476	469	129	27.5
Female	259	254	71	28.0
Male	217	215	58	27.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	11	11	4	36.4
Filipino	--	--	--	--
Hispanic or Latino	460	453	123	27.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	97	96	36	37.5
Foster Youth	--	--	--	--
Homeless	19	18	9	50.0
Socioeconomically Disadvantaged	452	445	123	27.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	48	46	14	30.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	2.47	2.9	3.27	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

For the 2023-2024 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

2024-25 School Safety Plan

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 Platinum Level in 2023.

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.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	3	2	
1	14	3	2	
2	11	5		
3	16	3	1	
4	16	3	2	
5	15	3	2	
6	18	2	3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	25		2	
2	23		3	
3	19	3		
4	31		2	
5	22		3	
6	26		3	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	23		2	
2	27		2	
3	21	1	2	
4	30		2	
5	29		2	
6	32		2	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,188.88	\$427.74	\$8,761.14	\$104,087.03
District	N/A	N/A	\$6,172.50	\$97,486
Percent Difference - School Site and District	N/A	N/A	34.7	6.5
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-20.6	6.3

Fiscal Year 2023-24 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 (ELPAC)
- 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

Fiscal Year 2023-24 Types of Services Funded

- Positive Behavior and Support (PBIS)
- Assistance with Health Insurance Enrollment
- Afterschool Programs
- Academic Fieldtrips

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,440	\$59,551
Mid-Range Teacher Salary	\$87,907	\$93,855
Highest Teacher Salary	\$111,770	\$120,219
Average Principal Salary (Elementary)	\$140,369	\$151,525
Average Principal Salary (Middle)	\$142,377	\$158,215
Average Principal Salary (High)	\$158,377	\$171,087
Superintendent Salary	\$260,000	\$300,043
Percent of Budget for Teacher Salaries	27.2	31
Percent of Budget for Administrative Salaries	4.76	4.91

Professional Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Professional Development is offered on Wednesdays and Saturdays serving as training for new staff and as a refresher for our veteran teachers.

Abbott is 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.

* 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	110	182	182