LYNWOOD HIGH SCHOOL
PROGRESS REPORT

4050 E. Imperial Highway

Lynwood, CA 90262

Lynwood Unified School District

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Accrediting Commission for Schools
Western Association of Schools and Colleges

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Lynwood High School

According to the California Department of Education, Lynwood Unified School District which serves the City of Lynwood had approximately 14,909 students enrolled in 2013-2014. Lynwood High School (LHS) is included under the umbrella of the District that contains twelve elementary schools, three middle schools, two comprehensive high schools, and one continuation school. Lynwood High School opened its new campus in 1998. It is located in the city of Lynwood and serves the 4.5 square-mile community of Lynwood located south east of Los Angeles. According to the U.S. Census bureau, the majority of the population was African American between 1970 and 1990; however, today it is a predominately Latino community. There are approximately 71,300 residents in the Lynwood community - of which 86.6% are Hispanic or Latino, 10.3% African American, and approximately 3% belong to other ethnicities. Over 50% of the housing units in the city of Lynwood are occupied by renters, and almost 25% of its residents live below the poverty line.

The dominant language in this city is Spanish. In the 2010 census, speakers of Spanish as their first language accounted for 83.6 % of the residents. The thriving Hispanic population celebrates and preserves various cultures from Mexico and other Latin American countries. The African American community also maintains its own unique community.

In 2010, Lynwood won the "All American City" award for the second time. This award is chosen by the "National Civic League." The award recognizes ten communities each year for outstanding civic accomplishments by demonstrating innovation, inclusiveness, and civic engagement. The daily interaction between Hispanics and African Americans within the city of Lynwood has resulted in a diverse and multi-cultural exchange of ideas which has resulted in a positive socioeconomic growth for this predominantly working class community.

Lynwood High School encourages parent/community involvement and provides a variety of participatory activities. Active parent and community organizations include our School Site Council (SSC), English Learner Advisory Committee (ELAC), School Advisory Committee (SAC), Parent Project, Band Parent Booster Club, and *Madres al Rescate*. The Site also provides several opportunities for parent involvement at its *Back to School Night*, AVID meetings, Alumni College Fair, Red Cross blood drives, visual and performing arts performances, various programs affiliated with colleges and universities, and volunteer opportunities to support at lunch.

In the 2012 school year, LHS was the recipient of the School Safety Grant. This was a three year grant that awarded $150,000 per year directly to the site. It was used to improve school culture, climate, and decrease bullying and drug use on campus. The school also received the School Improvement Grant, aimed at substantially raising achievement through providing adequate resources. Both grants will expire at the end of this school year, but the programs and accountability they have fostered will keep the school improving far into the future.

Lynwood High School uses Title 1 funding to help close the achievement gap for underperforming students through supplemental support services. The supplemental support services available to students vary from in class support to differentiated instruction. The district also provides Supplementary Education Services to its students which range from after school tutor to in-home tutoring. The enrollment period is in October. Previous to this year, Lynwood High School received state funding for Limited English Proficient students and State

Compensatory Education. These funds were used to provide support for targeted students within the various subgroups. Some of the support includes CAHSEE intervention, support classes, CAHSEE Boot camp, and release dates for curriculum planning/professional development and after school intervention. Now with the Local Control Funding Formula, the district has begun the process of continuing to provide support to the site through the Local Control Accountability Plan for the 2014-15 school year.

As part of the on-the-job training through Regional Occupational Program (R.O.P.), Lynwood High students work with the following businesses: St. Francis, Bank of America, and Plaza Mexico. As a result, many students have successfully completed career training courses, had tours of, and interned at these local facilities through CTE courses and our College and Career Center. These businesses have provided guidance for many LHS students transitioning to Nursing and Banking careers. LHS also has strong school/university relationships with U.C.L.A. (E.A.O.P.), Long Beach State (E.T.S.), CSU Los Angeles, East L.A. College (Outreach Program), and El Camino College/Compton College (Upward Bound). From 2012, the school has also partnered with The National College Resources Foundation and Black College Expo to offer after school study services to its students. The CTE staff boasts many achievements including winning a 5th place medal for Medical Terminology and a 7th place medal for Lynwood High School's Health Knowledge Bowl team at the Skills USA competition in Missouri. Also, there have been many television appearances for the Culinary Arts teacher with his students in competitions and cooking programs.

Starting in 2011-12, Lynwood High School started a partnership with "Project Lead the Way," wherein students learn about engineering design, backwards engineering and the manufacturing process to take technical drawing and complete tangible products. At the end of the year, students take a college exam for which, upon successfully passing, students will receive college credits through the Rochester Institute of Technology. This class is being funded through R.O.P and Los Angeles County of Education (LACOE). Currently, Lynwood offers a first-class program with two tracks of Project Lead the Way courses: Introduction to Engineering, Principles of Engineering, and Computer Science Software Engineering; and Bio-Medical Engineering and Human Body Systems.

Lynwood High School has also developed several career pathways with Capstone courses in the student's final year. The programs that are implementing such pathways are culinary arts, automotive technology, building construction and medical assistant. In 2011-12 the school added two more pathways, dance and photography. Cerritos College has an articulation agreement with Career Technical Education and the instructors at the site have been extremely successful in encouraging students to avail themselves of the opportunity..

In a partnership with El Camino College, the school offers on-site community college courses to our students and community. On a weekly basis, representatives from CALSOAP and EAOP are on the LHS campus to guide students and facilitate their transition to college and university studies. The graduating class of 2012-2013 had 29% of its students complete the A-G requirements by graduation. The class of 2014 rose 7%, reaching an A-G completion rate of 36%.

Lynwood High School was visited in 2011 by a full WASC team. The WASC Visiting Committee commended Lynwood High School on its vast improvements in engaging students and creating a productive school environment. The ways our AVID program and curriculum alignment were affecting the classrooms were especially noted as positive developments in the school system.

Since then, the Lynwood High staff has continued to make great strides in working as a

cohesive group in curriculum alignment. In 2010-11, the Lynwood Unified School District obtained the assistance of *Principal's Exchange*, a state approved provider which spearheaded the joint workshops starting with the English and Math Departments. In November of 2010, teachers from various grade levels from all the Lynwood schools had an opportunity to work together to look at current student data in order to address common weaknesses, design site-specific curriculum, and create common assessments. Not only did this undertaking ensure equal access to content but also promoted teacher collaboration.

In the summer of 2011, the English and Math teachers attended a summer institute workshop where they embarked on curriculum and lesson planning to ensure that each student would have common access to standards. In November of 2011, Principal's Exchange guided the Social Studies and Science departments through the same curriculum alignment while the English and Math departments started to implement their curriculum planning and common assessments.

The culminating results of the new programs instituted through curriculum alignment throughout the district were found in the CST results. In 2012, for the first time ever, the Lynwood Unified School District joined the "700 Club," which include districts averaging over 700 on their API scores. Furthermore, the district was recognized for having the highest jump in scores for any moderate to large district in the entire state of California. The following year, 2013, Lynwood High School reached Safe Harbor by meeting all of its AYP benchmarks.

At the start of the 2012-2013 school year, all four departments implemented their common curriculum and assessments. The English and Math Departments began with the benefit of having had one year of reflections to analyze and increase their effectiveness. In the summer of 2013, teachers from English, Math, Science, and History attended a summer institute workshop entitled, "Morphing to the Common Core." The training presented the differences between the Common Core Standards and the previous California State Standards. Teachers were shown the types of the questions that might be included on a Common Core test, as well as what would be expected of the students. The training furthermore gave each discipline a variety of strategies and techniques to help ensure student mastery of the standards.

In the summer of 2014, trainings were held for curriculum development for English and Math. Since the unit matrices were re-aligned in the spring of 2014, the trainings allowed teachers to focus on designing units and lessons to deliver the curriculum. With one fewer standard per unit, there was more time to address each standard

The table below illustrates the progress regarding Curriculum Alignment through teachers' efforts:

SY 2010-2011	SY 2011-2012	SY 2012-2013	SY 2013-2014	SY 2014-2015
English and Math teachers underwent training through Principal's Exchange	Social Studies and Science teachers received training to align curriculum	Summer workshops for instructional practices and planning, concentrating on the Interactive Notebooks and Golden Ticket	Summer workshops on details of, lesson planning for, and assessment focused on the Common Core	English teachers underwent training through Catapult Learning Units and assessments were aligned to Common Core

All teachers created a shared matrix for the SY. For example Lynwood H.S. and Firebaugh H.S. English teachers collaborated on what standards to address for each unit	English and Math teachers implemented the common assessments, following up with administration guided "reflection meetings"	English, Math, Social Studies, and Science will all implement common assessments. All will conduct "reflection meetings" to follow assessments	English and Math revised the matrix units and assessments. Annotated matrix with Common Core standards which overlapped the current State standards	English and Math completed a shared matrix for the SY. For example Lynwood H.S. and Firebaugh H.S. English teachers collaborated on what standards to address for each unit
Each grade level teachers for each school created common assessments for Units 1, 3 and 5	English and Math teachers have been collaborating to create lesson plans, share best practices, observe "expert teachers"	Schoolwide training for Golden Ticket design and instruction, including emphasis on Exit Tickets	Teacher-lead professional development on innovative instructional practices	Each grade level teachers for each school created common assessments for Units 1, 3 and 5
Teachers received additional training either through Principal's Exchange or College Board (Pre-AP and AP classes) in the summer.		Schoolwide Grade-level meetings established in order to focus on issues directly related to certain groups and share ideas across disciplines	District trainings by Scholastic for teachers conducting "Shadow Classes" Teachers across disciplines received Pre-AP and AP training through College Board	Teachers received additional training either through Principal's Exchange or College Board (Pre-AP and AP classes) in the summer.

Since the last full Self-Study WASC visit in 2012, Lynwood High School has been able to not only field a band on campus, but to win numerous awards at high school competitions. There is also a flourishing dance program, which was selected to perform at Disneyland this spring, and photography classes which have been added. The school has, moreover, improved its technology resources by having ELMO/LCD carts put in each classroom and laptop carts available to all teachers for tech-related projects or assignments. In 2013, each core teacher was assigned his or her own laptop. These laptops had programs deemed essential to their success by their department pre-installed. In 2014, new laptops were ordered and a reliable wi-fi system is being installed.

There is a strong emphasis regarding horizontal and vertical articulation within the District. The school site has proactively instituted measures so that students have equal access to content. This means that a student who might wish to transfer from Firebaugh High School to Lynwood High School will have access to similar content because there is collaboration between schools. For example, the District supported the districtwide creation of the grade-level matrices, with two of the five Benchmark tests being the same for both mainstream high school sites. While each site utilizes its own lesson plans, the standards being taught within the same timeframe are the same.

Lynwood High School has updated and started to implement the District's EL Plan (English Learner Plan) based on district wide scores of our English Learners. The plan was implemented in September, 2012, and this site is the only one in the district to provide primary

language support to ELD students that have been in the United States for less than five years. This plan ensures that all stakeholders know the classifications and processes for English Learners in the district. It addresses the needs of all our EL learners so that they may be aware of services the school provides.

Student Goals

Students at Lynwood High School are expected to meet the rigorous challenges of the classroom as they develop 21st century skills to succeed in college and career. The school's curricular emphasis has a solid foundation in the depth and breadth of California State Standards. The staff pays particular attention to the various learning styles and needs represented by all students. The Expected Schoolwide Learning Results (ESLR's) are a driving force in curricular development and teaching methodology. The ESLR's are intended to challenge students to become the following:

Health Conscious students who:

- Understand preventative physical and mental health measures; including: proper diet, nutrition, exercise, risk avoidance, and stress reduction
- Use available information to make appropriate health-related decisions
- Demonstrate skills in resolving conflicts through positive, non-violent choices as part of a healthy lifestyle

Effective Communicators who:

- Articulate thoughts and ideas effectively using oral or written skills
- Demonstrate ability to exchange ideas effectively and respectfully with diverse teams
- Indicate writing ability through creation of reports, essays, letters, and informational documents in preparation for a career or college

Responsible Leaders who:

- Inspire others to reach their very best through examples and selflessness
- Think analytically to focus on main goals and influence others
- Display awareness of global views, belief systems and cultures

Outstanding Citizens who:

- Participate in civic life by staying informed and understanding governmental processes
- Contribute time, energy and talents to improve the quality of our school, Lynwood community, nation and world
- Exhibit self-discipline, integrity and socially responsible behavior
- Apply complex problem-solving processes and critical thinking not just to real-life scenarios but also to all content areas such as Math and Science

Enthusiastic Users of technology who:

- Utilize technology as a tool to research, evaluate and communicate information in a learning environment
- Expand the use of technology to utilize different learning modalities in all content areas
- Demonstrate competence in using computers and other technological devices in creating reports and projects in preparation for a career or college

Self-directed Lifelong learners who:

- Adapt to varied roles, job responsibilities, schedules and contexts
- Gather, analyze, synthesize and evaluate data in all content areas
- Utilize time and manage workload efficiently; avoid procrastination
- Meet or exceed the Lynwood Unified District's standards in English, Math, Science, Social Studies, and other content areas.

Lynwood High School also provides students with opportunities to excel in areas of special interest. In addition to the array of course offerings that meet the A-G University of California/California State University graduation requirements, the school offers specialized course offerings. Examples include ROP courses, local community college courses, tutoring programs, music, and dance. In every academic setting technology plays a key role. Enrollment at the school mandates that all entering students understand the importance of positive attendance, appropriate behavior, and prioritizing academics.

Student Demographics

Lynwood High School's enrollment for the 2013-14 school year was 2,346 students. This is a decrease of 134 students from last school year. Our subgroups include: English Learners (23.6%), Gifted and Talented Education (13.2%), Migrant Education (.005%), and Special Education (7.2%). SED students comprise 90.3% of the student body. The two largest ethnic subgroups at LHS are Hispanic (92.6%) and African-American (6.7%). In addition, Lynwood High School qualifies for school wide Title I funds to benefit its students and this year all students qualify for *Free and Reduced Lunch*.

There are several data gaps in the demographics of the school through the California Department of Education website for Lynwood High School. 2010-11 was the first time that Lynwood Unified School District was certified through CALPADS. The enrollment numbers for 2009-10 were taken with the district's information system and not the CDE website.

Total enrollment by school year:

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
2,444	2,493	2,453	2,331	2,317	2,319

As of 1/12/2015

Enrollment for 2014-2015			
Grade Level	**Male**	**Female**	**Totals**
9th	324	302	626
10th	337	295	632
11th	304	292	596
12th	252	213	465

Totals	1102	1217	2319

As of 1/12/2015

Enrollment by major ethnic groups:

Ethnicity	2010-11	2011-12	2012-13	2013-14	2014-15
Hispanic	2297	2255	2190	2146	2128
African-American	193	176	141	156	176

Enrollment for 2013-14 in special programs:

	9th Grade	10th Grade	11th Grade	12th Grade	Totals
Gifted and Talented (GATE)	78	85	86	80	329
Title I- Migrant	5	4	3	3	15
Special Education (SDC)	16	21	25	24	86
Special Education (RSP)	25	32	32	21	110
English Learners	130	127	125	74	456
Socio-Economically Disadvantaged					1953
AVID	90	100	77	68	332

As of 1/12/2015

Our English Learner population has gradually decreased in correlation with the decrease in total student enrollment. In every one of the last seven years, at least 99% of our English Learners' predominate, primary language is Spanish.

Language Proficiency enrollment:

	2010-11	2011-12	2012-13	2013-14	2014-15
English Only	677	697	502	502	441
Fluent English Proficient	1358	1306	1399	1382	301
Redesignated Fluent English Proficient	42	42	91	78	1115

The reason for the large change in FEP and RFEP numbers is that many students in the past were not being redesignated; so the dramatic change in numbers is because of the students beginning

to be redesignated.

Staff Data:

	2010-11	2011-12	2012-13	2013-14	2014-15
Administration	5	5	6	6	7
Pupil Services (Counselors)	5	5	5	7	7
Teachers	97	100	94	96	95

Certificated Staff:

Years of educational experience within the district and total number of years in education.

	2010-11	2011-12	2012-2013	2013-14	2014-15
Average Years of Service	15.4	15	15.3	14.5	13.9
Avg. Yrs of Service in District	12.9	13.0	13.4	12.8	12.4
# of 1st year staff	0	5	4	4	4
# of 2nd year staff	0	0	6	1	3

Diversity of the teaching staff in terms of gender and ethnicity:

	2011-2012	2012-2013	2013-2014	2014-2015
Male	39	40	41	41
Female	53	50	55	54
Hispanic	40	35	33	35
White	28	30	26	26
Asian	5	5	6	7
Indian	0	0	0	0
Pacific Islander	0	0	0	0
Filipino	3	3	5	5
African American	15	16	14	14
Two or more races	1	1	1	1
Unknown			8	7
Total:	92	90	96	95

Level of education and credentialing obtained by educators at Lynwood High School:

	2010-11	2012-13	2013-14	2014-15
Doctorate	2	0	0	0
Master's Degree	66	63	63	58
Bachelor's +30-45	27	26	30	31
Bachelor's Degree	34	4	2	5
Less than Bachelor's	None	1	1	1

	2009-10	2010-11	2012-13	2013-14	2014-15
Full Credential	148	107	94	93	90
University Interns	2	0	0	3	5
District Interns	0	0	0	0	0
Emergency	0	0	0	0	0

Data- State Testing Results, Site Testing Results and Progress:

CAHSEE Results

CAHSEE Passage Rate for 10th graders per year:

	ELA 2011	ELA 2012	ELA 2013	ELA 2014
Schoolwide	69	66	71	74
African American	63	57	63	65
Hispanic/Latino	69	66	72	74
SWD	12	8	7	21
EL	25	30	35	34
RFEP	92	89	92	91
SED	70	66	71	74

	Math 2011	Math 2012	Math 2013	Math 2014
Schoolwide	68	64	72	74
African American	61	55	75	65
Hispanic/Latino	69	64	72	74
SWD	27	14	13	25
EL	34	37	42	41
RFEP	85	85	87	86
SED	69	64	71	74

Percent Proficient or Above on CAHSEE (10th grade):

	ELA 2011	ELA 2012	ELA 2013	ELA 2014
Schoolwide	41	30	39	37
African American	30	30	31	21
Hispanic/Latino	41	30	39	37
SWD	5	2	0	0
EL	2	5	7	6
RFEP	59	44	55	48
SED	42	30	39	37

	Math 2011	Math 2012	Math 2013	Math 2014
Schoolwide	29	30	42	42
African American	18	18	28	29
Hispanic/Latino	30	30	43	43
SWD	2	2	2	5
EL	7	11	17	15
RFEP	39	40	59	53
SED	30	31	42	43

In 2013, Lynwood High School met its Safe Harbor targets on both parts of the CAHSEE by reaching its school wide and subgroup targets on students scoring above proficiency. The site was unfortunately unable to repeat those results in 2014, dropping two percentage points in English, and staying at the same level in math. The significant changes included a 10% decrease in proficiency for the African-American subgroup in English and a 7% slide in the number of RFEP students proficient in English.

CAHSEE ELA Passage Rate of 11th and 12th graders per test administration:

2013-2014CAHSEE ELA	Number 12th graders tested	12th grade passage	Number of 11th graders tested	11th grade passage
July-13	10	0%		
October-13	85	28%		
November-13	73	18%	152	26%
February-14	41	5%		
March-14	45	4%	105	17%
May-14	38	8%		

CAHSEE Math Passage Rate of 11th and 12th graders per test administration:

2013-14 CAHSEE Math	Number 12th graders tested	12th grade passage	Number of 11th graders tested	11th grade passage
July-13	5	0%		
October-13	75	24%		
November-13	62	15%	138	28%
February-14	53	17%		
March-14	43	9%	106	28%
May-14	37	0%		

Despite over 75% of Lynwood High School's seniors passing the English CAHSEE test, and 70% passing the math test, the fact that 51students did not meet their CAHSEE graduation requirements was below our expectation of having no students fail. From their junior year, students who had not passed were enrolled in CAHSEE study classes. Through these courses, most students were able to master the skills necessary to graduate, but the school must look to reduce the numbers who fail even more. From the 2012-2013 school year, a strong emphasis has been put on training teachers to give better, more engaging first instruction so students pass the first time.

School Benchmark Proficiency

After each of their five units of study (generally 4-5 weeks), students take a benchmark exam to determine if they have gained proficiency in the standards taught during that period. Proficiency on the test is achieved when a student gets four out the five questions for a particular standard correct. After the Benchmark, the results are analyzed in a reflection session attended by the principal, relevant assistant principals, instructional leads, and the teachers whose benchmarks are being reviewed.

Because the ELA and Math benchmarks were created and begun in 2011 and the History and Science benchmarks were created in 2012, there is one more year of data for the former tests.

ELA

Benchmark Proficiency Rate

2011-12, 2012-13, 2013-14

English 9

	Unit 1					Unit 2					Unit 3				
ELA 9	R 3.3	R 3.6	R 3.9	W 1.2	WOC 1.3	R 1.1	R 2.7	R 3.5	W 1.1	WOC 1.1	R 2.3	R 2.4	R 3.8	W 1.4	WOC 1.4
2013-14	19%	30%	20%	9%	21%	48%	31%	37%	23%	31%	30%	28%	12%	10%	43%
2012-13	19%	34%	16%	7%	21%	40%	28%	31%	17%	27%	31%	29%	14%	13%	45%
2011-12	18%	10%	25%	7%	25%	40%	27%	35%	22%	28%	33%	49%	23%	14%	25%

	Unit 4					Unit 5				
ELA 9	R 1.2	R 2.8	R 1.2	R 2.8	R 1.2	R 2.8	R 1.2	R 2.8	R 1.2	R 2.8
2013-14	19%	33%	19%	33%	19%	33%	19%	33%	19%	33%
2012-13	22%	24%	22%	24%	22%	24%	22%	24%	22%	24%
2011-12	18%	35%	18%	35%	18%	35%	18%	35%	18%	35%

English 10

	Unit 1					Unit 2					Unit 3				
ELA 10	R 3.5	W 1.2	W 1.4	WOC 1.3	WOC 1.4	R 2.7	R 2.8	R 3.3	W 1.1	WOC 1.2	R 1.2	R 2.2	R 2.3	W 1.3	W 1.7
2013-14	52%	47%	26%	55%	50%	43%	72%	59%	20%	65%	78%	21%	25%	5%	19%
2012-13	47%	42%	60% (R 1.2)	51%	49% (R 2.1)	35%	70%	54%	24%	58%	72% (WOC 1.4)	52% (W 1.4)	49%	64%	43%
2011-12	1%	54%	38% (W 1.2)	27%	31% (R 2.1)	31%	70%	53%	16%	51%	57% (WOC 1.4)	34% (W 1.7)	38%	53%	34%

Unit 4	Unit 5					Unit 4				
R 1.1	R 2.5	R 1.1	R 2.5	R 1.1	R 2.5	R 1.1	R 2.5	R 1.1	R 2.5	R 1.1
2013-14	55%	44%	55%	44%	55%	44%	55%	44%	55%	44%
2012-13	14%	29%	14%	29%	14%	29%	14%	29%	14%	29%
2011-12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

English 11

	Unit 1					Unit 2					Unit 3				
ELA 11	R 1.1	R 2.2	R 2.3	W 1.5	WOC 1.1	R 1.3	R 2.4	R 3.3	W 1.2	WOC 1.2	R 1.2	R 2.6	R 3.8	R 3.9	W 1.3
2013-14	14%	16%	33%	43%	44%	37%	23%	7%	31%	23%	34%	12%	27%	22%	5%
2012-13	21%	7%	45%	46%	28% (R 1.2)	34%	29%	23%	43%	27%	40%	18%	42%	37%	32%
2011-12	20%	25%	10%	5%	17%	39%	37%	23%	51%	30%	40%	20%	33%	35%	28%

	Unit 4					Unit 5				
ELA 11	R 2.1	R 2.6	R 2.1	R 2.6	R 2.1	R 2.6	R 2.1	R 2.6	R 2.1	R 2.6
2013-14	30%	8%	30%	8%	30%	8%	30%	8%	30%	8%
2012-13	29%	14%	29%	14%	29%	14%	29%	14%	29%	14%
2011-12	38%	12%	38%	12%	38%	12%	38%	12%	38%	12%

Mathematics

Benchmark Proficiency Rate

2011-12, 2012-13, 2013-14

Algebra 1

	Unit 1					Unit 2					Unit 3				
Algebra	4.0 (Equations)	5.0 (Multistep)	4.0 (Inequalities)	5.0 (Justify the steps)	5.0 (Word Problems)	2.0	6.0 (Linear Inequalities)	6.0 (Linear Equations)	7.0 (Point of Line)	7.0 (Point Slope Formula)	15.0 (World Problems)	9.0 (Sketching)	9.0 (Solutions)	15.0 (Mixture)	15.0 (Distance)
2013-14	10%	17%	11%	2%	4%	31%	7%	4%	3%	1%	15%	5%	3%	2%	2%
2012-13	38% (2.0)	7% (2.0)	21% (4.0)	27% (5.0)	4% (15.0)	43% (4.0)	12%	27% (5.0)	10%	6% (9.0)	28% (5.0)	6% (9.0)	19% (6.0)	2% (15.0)	16% (7.0)
2011-12	Overall Proficiency: 10%					Overall Proficiency: 11%					Overall Proficiency: 12%				

	Unit 4					Unit 5				
Algebra	2.0	10.0	2.0	10.0	2.0	10.0	2.0	10.0	2.0	7.0
2013-14	7%	9%	7%	9%	7%	9%	7%	9%	7%	1%
2012-13	10% (15.0)	11%	10% (15.0)	11%	10% (15.0)	11%	10% (15.0)	11%	10% (15.0)	6% (9.0)
2011-12	Overall Proficiency: 2%					Overall Proficiency: 3%				

Geometry

	Unit 1					Unit 2					Unit 3				
Geometry	7a	7b	16b	16a	17a	12.0	4a.2	4b.2	4a	3.0	10.0	12.0	15.0	19.0	19.0
2013-14	30%	15%	3%	21%	16%	14%	10%	5%	8%	24%	8%	9%	36%	14%	19%
2012-13	12% (1.0)	4% (2.0)	5% (3.0)	19% (7.0)	14% (12.0)	17% (7b)	1% (16b)	12% (16a)	18%	9% (17a)	21%	16% (4.0)	23% (8.0)	8% (16.0)	6% (17.0)
2011-12	Overall Proficiency: 8%					Overall Proficiency: 5%					Overall Proficiency: 10%				
	Unit 4					Unit 5									
Geometry	7c	21	7c	21	7c	21	7c	21	7c	21					
2013-14	36%	18%	36%	18%	36%	18%	36%	18%	36%	18%					
2012-13	37% (15.0)	16%	37% (15.0)	16%	37% (15.0)	16%	37% (15.0)	16%	37% (15.0)	16%					
2011-12	Overall Proficiency: 20%					Overall Proficiency: 18%									

Algebra 2

	Unit 1					Unit 2					Unit 3				
Algebra 2	2.0 (Graph)	2.0 (Solve)	1	3.0 (Add & Subtract)	3.0 (Multiply)	2.0 (Linear Inequalities)	2.0 (Variable Systems)	3.0	4.0	8.0	4.0	8.0	10.0 (Quadratic)	10.0 (Parabolas)	6.0
2013-14	50%	47%	31%	43%	38%	28%	9%	75%	34%	19%	49%	21%	16%	14%	21%
2012-13	18%	11%	23%	10%	30%	50% (2.0-Graph 2 steps)	38% (2.0 Graph Linear Inequalities)	80% (3.0 Add & Subtract)	80% (3.0 Multiply)	17% (Graph 3 variables)	35%	27%	18%	10 % (8.0)	13%
2011-12	Overall Proficiency: 2%					Overall Proficiency: 19%					Overall Proficiency: N/A				

	Unit 4					Unit 5				
Algebra 2	7.0	11.1	7.0	11.1	7.0	11.1	7.0	11.1	7.0	11.1
2013-14	26%	36%	26%	36%	26%	36%	26%	36%	26%	36%
2012-13	33%	40%	33%	40%	33%	40%	33%	40%	33%	40%
2011-12	Overall Proficiency: 2%					Overall Proficiency: 8%				

History
Benchmark Proficiency Rate

2012-13, 2013-14

World History

	Unit 1					Unit 2					Unit 3				
World History	1.2	2.1	2.2	2.3	2.4	3.1	3.2	3.6	4.1	4.3	5.1	5.2	6.1	6.2	6.4
2013-14	21%	37%	38%	19%	5%	13%	25%	14%	13%	9%	19%	31%	31%	27%	13%
2012-13	45%	30%	16%	44% (1.1)	48% (1.3)	25%	34%	34% (2.3)	60% (2.4)	15% (3.4)	63% (2.5)	53% (3.7)	35% (3.6)	20% (4.1)	17% (4.3)

	Unit 4					Unit 5				
World History	7.1	7.2	7.1	7.2	7.1	7.2	7.1	7.2	7.1	7.2
2013-14	22%	38%	22%	38%	22%	38%	22%	38%	22%	38%
2012-13	46% (5.1)	52% (5.5)	46% (5.1)	52% (5.5)	46% (5.1)	52% (5.5)	46% (5.1)	52% (5.5)	46% (5.1)	52% (5.5)

US History

	Unit 1					Unit 2					Unit 3				
US History	1.1	1.2	1.3	3.1	3.3	2.2	2.4	2.5	2.9	4.4	5.2	5.4	5.5	6.3	6.4
2013-14	57%	59%	12%	22%	28%	37%	36%	27%	9%	10%	60%	58%	66%	9%	29%
2012-13	48%	51%	2%	6%	21%	46%	34%	33%	14%	20%	52%	35%	58%	14%	20%

	Unit 4					Unit 5				
US History	7.3	7.4	7.3	7.4	7.3	7.4	7.3	7.4	7.3	7.4
2013-14	78%	35%	78%	35%	78%	35%	78%	35%	78%	35%
2012-13	55%	21%	55%	21%	55%	21%	55%	21%	55%	21%

Science
Benchmark Proficiency Rate
2012-13, 2013-14

Biology

	Unit 1					Unit 2					Unit 3				
Biology	1a	1c	1f	1g	1h	2a	2c	2d	2g	3b	4a	4c	4d	5a	5c
2013-14	21%	14%	38%	23%	17%	15%	13%	11%	7%	16%	51%	23%	20%	25%	20%
2012-13	15%	13%	28%	18%	7%						45%	22%	24%	16%	24%

	Unit 4					Unit 5				
Biology	6a	6c	6d	7a	8a	1b	9a	9b	10b	10d
2013-14	10%	35%	22%	16%	24%	15%	27%	20%	12%	25%
2012-13						19%	33%	25%	23%	27%

Chemistry

	Unit 1					Unit 2					Unit 3				
Chemistry	1a	1c	1d	1e	11d	2a	2b	2c	2d	2e	3a	3b	3c	3d	3e
2013-14	53%	18%	17%	19%	10%	25%	20%	31%	36%	44%	19%	30%	7%	14%	6%
2012-13	50%	11%	17%	22%	38% (1b)						49%	45%	21%	29%	15%

	Unit 4					Unit 5				
Chemistry	4a	4c	4a	4c	4a	4c	4a	4c	4a	4c
2013-14	31%	7%	31%	7%	31%	7%	31%	7%	31%	7%
2012-13										

(AYP) Annual Yearly Progress Report

In 2013 Lynwood High School met each one of its Safe Harbor targets. It was a major achievement reflecting the effectiveness of a variety of positive changes at the site. In 2014, the school was unable to replicate that degree of success, meeting 9 of the 17 criteria.

AYP	Participation Rate (95%)					
	ELA			Math		
	2012	2013	2014	2012	2013	2014
	Met Criteria			Met Criteria		
Schoolwide	yes	yes	yes	yes	yes	yes
African-American						
Hispanic/Latino	yes	yes	yes	yes	yes	yes
White						
SED	yes	yes	yes	yes	yes	yes
EL	yes	yes	yes	yes	yes	yes
SWD						

AYP	Percent Proficient- Annual Measurable Objectives (AMOs)							
	English / Language Arts							
	2011		2012		2013		2014	
	Percent Proficient 66.7%	Met Criteria	Percent Proficient 77.8%	Met Criteria	Percent Proficient 88.9%	Met Criteria	Percent Proficient 100%	Met Criteria
Schoolwide	42.5	no	30.9	no	39.5	yes-SH	37.4	no
African American	32.5		31.4		34.5		21.9	
Hispanic/Latino	42.9	no	30.9	no	39.5	yes-SH	38.3	no
White								
SED	43.5	yes-SH	31.3	no	39.7	yes-SH	38.5	no
EL	28.4	no	13.7	no	22.5	yes-SH	17.7	no
SWD	9.8		2.0		2.2		2.1	

AYP	Percent Proficient- Annual Measurable Objectives (AMOs)							
	Math							
	2011		2012		2013		2014	
	Percent Proficient 66.1%	Met Criteria	Percent Proficient 77.4%	Met Criteria	Percent Proficient 88.7%	Met Criteria	Percent Proficient 100%	Met Criteria
Schoolwide	30.5	no	30.3	no	42.8	yes-SH	43.5	no
African American	20.5		18.4		25.0		31.2	
Hispanic/Latino	31.0	no	31.1	no	43.8	yes-SH	44.4	no
White								
SED	31.3	no	31.2	no	42.9	yes-SH	44.8	no
EL	18.1	no	18.2	no	33.1	yes-SH	24.9	no
SWD	5.0		5.8		6.3		4.3	

Graduation Rate				
	2013	**Target**	**2014**	**Met Criteria**
Schoolwide	79.13	77.52	81.05	yes
Hispanic/Latino	79.96	76.94	80.61	yes
SED	80.29	77.75	81.95	yes
EL	69.60	69.44	65.61	yes

Two years ago, Lynwood High School had the distinction of being one of the only PI5 high schools in California to meet all of its AYP Safe Harbor criteria. Although it was proud to end the era of NCLB in Safe Harbor, the school still strives to improve student development. The step back it took last year in reaching only 9 of the 17 AYP criteria does not diminish the success the site is seeing. While English fell nominally in 2014, math continues to trend upwards.

In the last year reports were disseminated, 2014, LHS raised its API by 28 points on the heels of an 18 point gain in 2012-2013 (see Appendix 1 for all CST results). The school relished its success but continued moving forward under the guiding principal that students must continue to be offered better instruction and services. The deficiencies accounted for in the previous school Action Plan did significantly raise achievement, but the site seeks proficiency for 100 percent of its students as it shifts to Common Core. The school also relies on its alternative governance plan as an aide to bolster student achievement.

Principal's Exchange conducted an Instructional Audit in 2011 by analyzing data, interviewing parents, students, teachers and shadowing students from class to class. As a result of the Instructional Audits, the alternative governance plan was developed and coincided with the implementation of the work that was done in the past three years for curriculum alignment with support from *Principal's Exchange*. *Principal's Exchange* is a state-approved provider for schools in Program Improvement.

As another component of the alternative governance plan, in the summer of 2012 there was a restructuring of staff and there was concerted effort to keep all core content classes

heterogeneously grouped. With the hands-on support from *Principal's Exchange*, the administration used multiple measures to identify students for intervention and place them in homogeneously grouped support classes during the school day for ELA and math. The heterogeneous core classes were created to ensure de-tracking and access to the entire program for all students.

Administration made a further strategic adjustment to begin the 2013 school year. In preparation for the Common Core, classrooms were reassigned. Math and Science now share the 3rd floor, while English and History share the 2nd. The first houses VAPA, foreign languages, and ASB. Special Education classes are interspersed throughout the floors. The logic behind this change was that if related disciplines were going to be asked to develop learning and skills across the curriculum, they should be located in proximity to each other. This arrangement facilitates discussion and teamwork among the staff who might work together most often. Moreover, it addressed a concern that the Special Education students, who had previously all been on the first floor, were being segregated and stigmatized.

Teachers have been attending summer institutes such as AVID, AP, and Pre-AP training to learn strategies for differentiating instruction to meet the needs of all students within their classes. Teachers also attended three days of training to enable them to meet the demands of the Common Core Standards. To further meet the needs of our students, the school has created a Bilingual AVID class and AP Human Geography for incoming 9th graders.

The final piece of the alternative governance plan was the administrative coaching that has been given to Lynwood High School. The administrative coach, through Principal's Exchange, collaborates with the school administrative team to assist in creating structures for implementing specific elements of the district achievement plan. Coaching is focused on curriculum, instruction, and assessment. The District has also established a District Site Leadership Team to visit Lynwood High School and provide feedback and support in meeting the goals of the plan.

Lynwood High School offers many types of activities for students to increase school involvement and school spirit. Among these are school organization, academic, sports and special interest clubs. Since one of the school's goals has been to improve participation among staff members, parent and students, the wide variety and number of clubs is an unmitigated success.

Extra-curricular groups at Lynwood High School

School Organizations	Academic Clubs	Sports Teams/Clubs	Special Interest Clubs
Accolade (Yearbook)	AP Club	Baseball	Allied Health Club
Band	Art Academy	Basketball (Boys)	American Sign Language Club
Castle Courier (Newspaper)	AVID	Basketball (Girls)	Anime Club
Cheer Squad	Junior State of America	Cross Country	Button Club
Class of 2013	MESA	Football	Culinary Arts Club
Class of 2014	Mock Trial	Soccer (Boys)	Glee Club
Class of 2015	National Honor Society	Soccer (Girls)	Go Fit Club

Class of 2016	Academic Decathlon	Softball	Interact
Color Guard		Tennis (Boys)	International Travel Club
Dance Ensemble		Tennis (Girls)	Japanese
Drill Team		Lacrosse	JuCris
		Track & Field	La Raza Club
		Volleyball (Boys)	MEChA
		Volleyball (Girls)	Merengue 8
			On Campus Ministry
			Paws for Cause
			Photography Club
			Quinto Sol
			Young Black Achievers

Lynwood High students have had several “Campus Beautification” drives wherein students and staff volunteered their time on Saturdays to paint over vandalized areas, plant new vegetation, and clean up the campus. Various clubs or organizations, such as La Raza, JuCris, AVID and Interact, sponsor the days with members encouraged to come with a friend. These events are well attended by students, showing their school pride.

Volunteering is another activity on which this site puts a strong emphasis. Students must complete 40 hours of community service in order to graduate. They are seen volunteering at the elementary schools, helping teachers and reading to children. They also benefit the community by helping at their churches, animal care facilities, hospitals, and with the elderly.

Section II: Significant Changes and Developments

Curriculum

Lynwood High School, in the spring and summer of 2014, worked methodically to realign its five, five-week unit matrices to Common Core standards. Teachers of math and English, along with district personnel met together to analyze the new standards and put them into cohesive units. The process was expedited through the work completed the previous year, in which the outgoing standards were matched with their counterpart in the new standards. Showing that the effort was a district priority that required staff buy in, time to create these pieces was made possible by teacher in-service days and funds allowing them to work after school and on a series of Saturdays.

Whereas the previous units had five standards to be mastered during each time period, now there are four, allowing for more time to provide deeper learning on each standard. With a clear understanding of Common Core's goals, the units engage students in various learning modalities and seek end products that require students to express and synthesize their knowledge in a wider variety of ways. Once the units were completed, the teachers created new Benchmark Exams using the school's OARS database system. When the school year started, teachers were already prepared to start delivering focused instruction in the classroom.

The school's progress in building core curricula to guide learning has been a continuous systematic effort. It is one of the foundations of the success the site has achieved since 2011.

All core departments continue to attend Reflection Sessions following each Benchmark Exam. These sessions were instituted from the initial curriculum alignment in 2011 and have evolved into a streamlined data and information sharing practice. The results of the Benchmarks instruct students and teachers as to which standards are causing trouble and to guide strategic re-teaching. The benchmark common assessment results were proven to closely mirror CST results, giving teachers a reliable monitoring guide.

With little and unclear information as to the make up of the actual SBAC test, the site is using its current OARS database of Common Core questions less worried about state-wide testing results and more focused on mastery of the standards. Some departments, including Math and English, administered mini-assessments from OARS to check for students' understanding on a weekly basis on each standard of the unit matrix before the Benchmark tests to monitor progress. In this and other ways, student learning is being carefully measured and teachers are able to reflect on the results in their classes with an administrative support team during the two hour Reflection Sessions which immediately follow each Benchmark Exam.

The Reflection Sessions also act as collaboration time. From the start of the 2013 school year, they are attended by the principal, appropriate assistant principals and an instructional lead, as well as the teachers whose students took that particular exam. Teachers share with the group what worked in their classrooms, as well as what they may need to re-teach and how. During these sessions, teachers and administration make agreements about what teaching strategies to focus on for the subsequent Benchmark Unit. These agreements are recorded in a document by the instructional lead and are provided for the members the next day. Teachers are also made aware of the goals set for their department and grade level, and they discuss what they will need to do and request materials they might require to reach those goals.

In order to effectively deliver the curriculum, the site uses the "Platinum Ticket," an evolution from the "Golden Ticket" lesson plan used from 2011-2014. The Golden Ticket is a research based outline of instruction that teachers have had numerous trainings on. It breaks the

lesson time into three sections, focusing on getting students engaged and learning the standard being taught that day. The Platinum Ticket relies on the Golden Ticket as its fundamental base, adding classroom norms that the site, through its teacher composed Task Force recommendations and administrative focus, has agreed on for maximizing student success. Those norms include using an Interactive Notebook, having the daily Objective, Essential Question, and Agenda posted, and using the hourglass model (whole group/small group/whole group) of instruction.

Instruction and Professional Development

In the summers of 2011 and 2012, Principal's Exchange provided professional development to not only teachers at Lynwood High School, but also the entire district. The first summer was a focus on instructional techniques teachers (e.g. think-alouds, 10-2 organization, gradual release of responsibility, and the idea of recency and primacy when presenting new material). These instructional techniques are part of the foundation all teachers at Lynwood High School build their classroom lessons upon. The structure of instruction that is also part of that foundation, as seen in the "Platinum Ticket" lesson plan, is to go from whole group, to small group, and back to whole group, allowing students to interact while employing their knowledge in groups and then sharing back with the class their results.

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

Last year, LUSD acutely reduced *Principal's Exchange's* consulting work at the secondary level and began a partnership with *Catapult* and *Math Solutions* at all secondary sites to begin the process of supporting our teachers in math, social studies, English and science. This was the result of valuing teacher input and providing more training from the source the staff felt was benefiting them and the students most. The training has continued into this year and consists of coaching days on site along with professional development workshops structured around data that was gathered on the coaching days. The consultants are training teachers in effectively engaging students and helping them retain academic vocabulary. Their long-term aim is to use the vocabulary in conjunction with a move to lessons that build Common Core thinking skills. Teachers are learning instructional strategies that will support students with reading complex text.

With the overall unit matrices set and the daily instructional model in place, *Catapult Learning* also hosted another training in the summer of 2014. This training aimed at providing overall unit design using Backward Mapping, which forces the teachers to decide what the overall goal of the unit will be and then to create the lessons that will get the students there. Driving the lessons is inquiry-based learning taught with the goal of developing deep understanding of the given topic and standard. This comes from establishing Essential Questions which the trainers explained acts as an overarching goal the students work towards answering. The goal teachers have embraced is to have their students turn understanding into performance.

Instruction therefore moved to the promotion of frequent student- based discussion and collaboration, which can be seen across all disciplines. In their work with the science and social studies departments, *Catapult Learning* concentrated on how to incorporate text-based evidence into writing. This skill is now being fostered in all core subjects except math, and will be one of the cornerstones of the site's better-prepared, more analytical community of learners.

In a further effort to ensure teacher familiarity with and continuity of the texts, the social studies department created its own source document. This facilitates collaboration among teachers of the same course and the English department is looking to do the same for the next school year.

To help English Learner students have greater access to the mainstream curriculum, Lynwood High School offers Support English and Math courses. In 2013-2014, teachers assigned to these courses were trained by Scholastic 3D and Math Solutions mentor instructors. The strategies learned in those developmental trainings give the teachers effective lesson ideas to engage and support the school's most frustrated learners. This year, *Catapult* addressed this area of student support at their summer training. Teachers frequently use the strategies in class and share them in Reflection Sessions or department PLC meetings, which are held most Wednesdays during the extra hour created by a 9:00 late start. At the meetings, Benchmark scores, grades, and formative assessments are used to evaluate the effectiveness of these strategies.

Lynwood High School has been working to support its AP teachers and students. Beyond the AP Summer Institute trainings many teachers have attended over the past two summers, the site has added many elements to make its programs stronger and increase the AP pass rate. Dr. Marivel Oropeza held an AP workshop for teachers and counselors focused on the college admission process and expectations for teachers. A one day workshop was held with the middle school and high school teachers together to create vertical alignment. These AP vertical alignment teams are scheduled to meet four times throughout the 2014-15 school year. In August, both English and Science had one-day workshops on Pre-AP strategies. They included inquiry-based labs for science and implementing the SOAPSTONE information gathering technique and composition in English. There are other workshops scheduled for math and social studies.

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

Many teachers have also taken advantage of visiting other teachers' classrooms and viewing their lesson. This was arranged through the instructional leads, with follow up reflection discussions leading to improved lesson design and delivery. During these times, teachers volunteer to be viewed by other teachers who teach the same or a similar subject. Teachers are given a comment sheet which they fill out as they watch the lesson. At the next PLC meeting, teachers read from their comment sheet and share what they learned from the lesson. Norms are in place so the discussion remains safe but all parties are unafraid to share their views and ideas. Teachers do not only learn excellent teaching practices during these visits. They also see other ways to manage, monitor, and engage a classroom.

Over the last four years, Lynwood High School has sent teachers to AVID, Math, and Science conferences, Pre-AP/AP trainings, and presented instructional methodology support in staff meetings. Upon returning from these conferences teachers make presentation to their colleagues on strategies that they are now implementing in their instruction. The district AP

Coordinator is developing an information medium for each grade level to have a list of best practices and most effective strategies so new teachers will be privy to the high level of training and experience that the site's teachers now have.

To build on the success of the interactive notebooks implemented in 2012-2013, last year the school ordered 3" binders (called "BOB," short for Big Ol' Binder) to be supplied to every student. Because many students felt they were too bulky, this year all students received a 2" binder. The idea for supplying each student with a BOB was teacher-initiated and paid for through SIG funding. It is an effort to build responsibility and organization in the students. Because the BOB is required by many teachers and students keep their interactive notebooks, agenda, and supplies in it, they are prepared for school everyday. Especially important is the Interactive Notebook, which is used to keep and reflect on notes and is one of the foundations of instruction at the site. In the past, handouts, notes, and homework would go missing, but there has been a sizable reduction since the BOB's were implemented. A further benefit the school has seen is that the purple BOB's instill a sense of school pride in the students, identifying them with the school.

Intervention

Lynwood High School values and supports all learners. One important way it is doing so is through the implementation of a new PLC model. Rather than have several staff meetings on late start Wednesdays throughout the month, the site now dedicates most of those times to department PLC's. These are more structured than previous efforts in which lesson ideas were exchanged and topics related to curriculum and instruction were discussed. While these discussions are still the core of the meetings, the PLC's are more structured. Teachers have a form which guides discussion to fill out as they look at a variety of data. The form asks them to concentrate on what teachers are doing in the classroom and reflect on how much students are learning. In the event that learning is not meeting expectations, there is an emphasis on immediate intervention.

The school is dedicated to not letting its students fail. One of the most important areas in which it is supporting them is by addressing the D and F rate, which is seen as a gateway to future failure which must be closed. Through their PLC's, teachers are given data on their D and F rates and asked to collaborate on how to address their low performing students. Far from lowering standards, they create personal learning plans, re-teach, tutor, contact parents, assign students to Increased Learning Time, invite them to Saturday School, or offer other ways for students to raise their grades. Counselors also meet with students and parents to discuss grades and how to best support their child to meet the expectations of Lynwood High School students.

To help English Learner students have greater access to the mainstream curriculum, Lynwood High School offers Support English and Math courses. In 2013-2014, teachers assigned to these courses were trained by Scholastic 3D and Math Solutions mentor instructors. The strategies learned in those developmental trainings give the teachers effective lesson ideas to engage and support the school's most frustrated learners. This year, *Catapult* addressed this area of student support at their summer training. Teachers frequently use the strategies in class and share them in Reflection Sessions or department PLC meetings, which are held most Wednesdays during the extra hour created by a 9:00 late start.

An effort to support students is after school tutoring. In the 2012-13 school year, the school instituted Homework with Friends, which saw higher performing students volunteer after

school to tutor students needing assistance. This system, although well-attended, had the drawback of not providing the students with the best instruction available.

With an emphasis at the site on mastery of the standards, rather than mere completion of them, Lynwood High School has implemented Increased Learning Time. For students who need extra help or who are performing below expectations, teachers are available before or after school for further instruction. Each core teacher provides one hour per week outside of the school day to tutor students. Because of the aligned matrices, students are able to receive instruction from either their own teacher or another whose different approach might align more with the student's learning style. All students are free to go as often as they wish, while some are assigned to Increased Learning Time by their classroom teacher or counselor. Attesting to the site's ongoing effort to address the needs of it EL population, one of the Increased Learning Time classes is for English Learners.

The site also benefits from "The Movement," an afterschool tutoring program run by the National College Resource Foundation (NCRF). Held at the College and Career Center, NCRF tutors Lynwood High School's student athletes, as well as individual students.

In the 2013-2014 school year, all departments made a concerted effort to standardize their grading policies. Beginning with History, each department formed its own standards for grading. The purpose of this was to have consistency in how much assessments, homework, class work, and projects would count towards a student's grades. Because the school this year moved to grades being online accessible, this was seen as a way for parents to understand how their child is being assessed.

In order to engage students of various learning modalities, Lynwood High School purchased the rights for all its students and teachers to use SHMOOP online learning. Teachers school wide received training in the many ways the site can be used. On SHMOOP, many teachers create online classrooms where students do practice problems or tests and the teacher can check their progress. Other teachers use the teaching videos available on the site. Others use it as a tutor to help teach the same lesson in a different mode. The program has been especially successful in engaging the site's at-risk learners and in preparing for the CAHSEE exam.

In order to improve what was a lackluster Saturday School program, the site last year started to use the SHMOOP program to engage students in learning while serving their instructional make up time. While this was successful in a general sense, it did not address any focused student learning and was also poorly attended. This year, to improve the outcomes of Saturday School instruction, Lynwood High School now has teachers giving lessons on Saturdays. Students sign up to come for either re-teaching and re-testing to make up grades, or enrichment lessons, or for specialized learning such as SAT prep. Teachers are paid out of the recouped ADA. Because it started in December, the effectiveness of the new program is yet to be determined, but the December numbers show that students care about their grades and are willing to come in large numbers to master their classroom lessons.

On Saturdays, the site also offers Math Academy and CAHSEE Share. The Math Academy allows students to come to the school and get up to four hours of math tutoring in the morning. It has been a well-attended mainstay of support for mathematics at the campus for four years. A new program at the site is CAHSEE Share. This program is in response to the low attendance at former CAHSEE Boot Camps which did not always reach the students who needed it most. This program has been bringing sophomore students and their parents in to work together with teachers on improving CAHSEE scores. During the sessions, students work on strategies for higher success, whether it be on deconstructing the question, interactive reading skills, or basic math and word skills. After their class, students all meet together with their parents and teachers

present and show the entire group what they learned. This final step has been a very powerful motivator for students to retain the information and feel pride in being able to convey important information. Through students teaching students, the site hopes to not only see improved CAHSEE results, but a residual effect of students with more skills who feel empowered to pass on those skills to other students. Having the parents be part of the process makes them more aware of what is happening in their child's education and how to reinforce the lessons at home.

The District has a goal of addressing the chronic absenteeism rate, which is defined as the percentage of students in the district that miss 10% of the school year, typically 18 days or more. To lower this rate, one of the Lynwood High School committees formed in the 2013-2014 school year dealt with attendance. From this committee, and its subsequent work in the summer, the Attendance Advisory Review Team was formed. Formed of teachers and a counselor who have received certification on SART and SARB, as well as Ed. Code training pertaining to attendance and FERPA rules, the team addresses the Attendance Alert Forms that teachers fill out. They contact parents and students, record all actions on AERIES, and refer students to the next intervention steps in the attendance process.

In the summer of 2014, incoming freshman were introduced to the school's new Link Crew program. It is an exciting program that is smoothing the transition of middle school students to high school expectations and culture. The new students were assigned to mentor students and introduced them to the campus, did fun activities with them, and gave them advice on success in school. The mentor students and teachers conduct follow up meetings with their assigned freshman, being a network of care and concern they have watching over them. The Link Crew also follows through by scheduling events such and movie nights and dances exclusively for freshman, who receive invites from their leaders. It is clearly evident that Link Crew has made a big difference in new students feeling accepted and comfortable trying the many activities the school has to offer, but the driving hope is that this will help many students adjust to the academic rigor of high school without going through the discouraging D's and F's that often accompany freshman year.

Starting this year, the district seeks to assist students in becoming college and career ready through the use of Naviance, a web based program which allows students to find careers that suit them, education to make them readily employable in those careers, and a database that personalizes and records their college searches. The district's vision is to have students begin putting information in their accounts from middle school. Counselors, administration, and a select group of teachers at Lynwood High School were trained in November on how to use the program. In December, students from select classes created accounts and took interest surveys to uncover potential career tracks. The process went smoothly and the site decided to implement the system schoolwide.

School Improvement Grant

The School Improvement Grant (SIG) was awarded to Lynwood High and Middle Schools in 2012. The three-year grant provides funding to help local educational agencies (LEA) address the needs of schools in improvement, corrective action, and restructuring to improve student achievement. SIG funds are to be used to leverage change and improve technical assistance through LEA's targeting activities towards measurable outcomes. Expected results from the use of these funds include improving student proficiency, increasing the numbers of schools that make adequate yearly progress, using data to inform decisions, and creating a system of continuous feedback and improvement. Specifically, SIG requires: increase of API, reduction

in the number of non-proficient students on CST, increased graduation rates, more students passing AP tests, more students taking the SAT, a decreasing D and F rate, increasing scores on the CELDT, and increasing reclassification for English Learners. The grant has provided funding for additional personnel at the school site: Instructional Coaches, Academic Advisors, a Community Partnership Specialist and Transformation Specialists.

The Instructional Coaches include one expert in each of English, Math, Science, and History to visit classrooms in their discipline and give teachers feedback on their lessons. Teachers needing support with creating "PlatinumTicket" implementation are helped in designing effective lessons that engage their students. Teachers needing support with classroom management, or checking for understanding, or instructional problems also receive one on one, coach to teacher assistance. The coaches work with teachers, utilizing their expertise to ensure that the school has consistency in lesson design and instructional skill. They are also present at all Reflection Sessions.

The Instructional Coaches have also been instrumental in organizing Classroom Visits. Funding for substitute teachers to make this possible is provided by the SIG Grant and the practice has been very positively embraced by the staff. Teachers of the same or similar core disciplines have been invited to visit the classrooms of teachers who volunteer to be viewed. They stay the entire period, noting the host teacher's organization, classroom management, lesson delivery, and instructional practices. After the viewings, all teachers get together during their PLC, look at their review sheets, and discuss what benefit they can garner individually or as a group from the visit. These reflections have been extremely insightful, benefiting each department in myriad ways.

One of the major areas of focus for the SIG grant is increasing the graduation rate and college acceptance. In order to support that effort, Lynwood High School brought on three Academic Advisors and one Community Partnership Specialist. The Academic Advisors spent the 2012-13 school year developing a guidance matrix that they will be using to identify students that need additional support. The advisors, along with the counselors, track students on graduation, A-G completion, attendance, discipline and affiliation with a school sponsored club or organization. Through that tracking system, they set up interventions throughout the school year to support the students. The interventions range from inviting guest speakers to parent meetings to one on one conferences. The implementation of the guidance matrix went into effect in the 2013-14 school year.

The Community Partnership Specialist has focused on increasing college awareness on campus with students and parents. There are two parent meetings per grade level each school year; one in the fall and the other in the spring. The parent meetings are organized by the Community Partnership Specialist but the agenda is developed by the grade level team (academic advisor, counselor, and administrator) Some of the topics have been graduation requirements, community service opportunities, A-G completion, credit recovery options, the college application process, and school policies on discipline and attendance. The Community Partnership Specialist has also been instrumental in creating partnerships with Educational Testing Service and CALSOAP to support students on college applications and financial aid applications. The specialists' outreach extends in the form of parent meetings and arranging field trips to places of higher learning. Some of the parent workshops have been on topics such as AB540, as well as very relevant topics to assist the Lynwood High School student parent population of college and career information. One of the areas of focus will be to create more partnerships with career related organizations and institutions.

Through the SIG Grant, Lynwood High School was also able to hire two SIG Transformation Specialists. The Transformation Specialists are considered Assistant Principals and their focus is on the instructional program at the school site. They each have different duties ranging from implementation of the lesson design to organizing school wide assessments. Further SIG personnel include the Computer Technician, School Resource Officer, Office Supervisor, and campus monitors.

The grant provides funding that allows for more professional development. It has allowed the school to purchase a wide range of technology, pays for release days so teachers may attend professional development classes, and provides incentive pay for extra duty, including some interventions.

School Culture

To create a culture of self-responsibility, teachers and administration worked collaboratively last summer to revamp and revise the discipline and attendance policies on campus. Another group of teachers worked extensively with upper classmen and incoming students through the Link Crew program. These efforts have had a positive influence on school culture. Students are expressing a more academic, purposeful attitude. It can be seen in the hallways, where more students are wearing school colors, college gear, and carrying their purple binders from class to class. Administration has further facilitated this by printing forms for students to receive merits for wearing appropriate outfits on college or school spirit days, attending school events, and for showing academic achievement.

In response to the unacceptable number of tardies and truancies, the school developed a new attendance policy, which more closely monitors and keeps students accountable for their attendance. The school's First Period Protocol now issues tardy slips at the attendance office as soon as the bell rings. These tardies are recorded immediately into the AERIES attendance system and parents receive a call from the school. While this used to take up to 45 minutes last year, advancements to the system mean the most it has taken this year is 15. This gets students processed in a timely manner and keeps teachers from being distracted while delivering their lessons.

In 2012, the district created an Alternative Attendance Center which is used to house students who are on suspension or truant. This facility shows our commitment to a firm and fair system that benefits the well-being of all students, reflecting administration's sincerity in maintaining an academic environment. This provides an alternative to out of school suspensions, and it allows students to attend a center where they will complete assignments while serving a in-house suspension.

In an effort to educate parents of frequently tardy or truant students, at the first Saturday School, an administrator presented information on the legal ramifications of not getting their child to school on a timely and regular basis. Parents were also made aware of the need to get their children to school regularly and on time at the grade-level parent meetings that were held at the beginning of the year.

With its eye toward college readiness, the Lynwood Unified School District applied for and was granted an Advanced Placement Incentive grant that, until ending this year, assisted teachers with professional development opportunities from *College Board*. The grant also allowed Lynwood High School the ability to hold a summer study session for AP students. During the session, teachers instructed students over the course of a week to help them fulfill their AP contracts, which stipulated that they finish the assigned summer homework before

beginning their fall courses. The session also involved college admission tutorials and a variety of workshops.

Every year, all sophomore students take the PSAT, filling out a post-test reflection, which is given to their core teachers, and receiving their results in their English class. Building on the idea that this will prepare students for the actual SAT, the site decided to use the same practice for the AP exams. During CAHSEE testing days last year, students signing up for AP tests were able to take practice tests. These sessions helped the students understand the time constraints and become familiar with the tests. As a result, although virtually the same percentage of students received scores of 3 or higher on their respective AP exams, the total number of passing scores rose by 39. According to College Board, 30% of last year's Lynwood High School graduates passed at least one AP exam.

There have been further efforts to raise the academic culture at the site. In classrooms, many teachers now post the number of students who have scored "above the mastery line" on their benchmark tests to recognize and motivate students. Lynwood High School has also held quarterly Recognition Assemblies for students who have performed well in class, on standardized tests, and in extra-curricular activities.

Starting from December, the site started its Principal's Posse. This group is composed of students, one from each second period class, and the principal. Together they discuss what students see as the main issues the school faces and present ideas to fix them. The students then report back to their classes about the meeting.

There have been many renovations over the past three years that outwardly and concretely stand as reinforcement to students that they are part of a successful school culture. A source of school pride is the construction of a football stadium, which opened on October 19, 2012. Further, in answer to the recommendation of the campus beautification task force, the school gymnasium was renovated. Completed over the summer of 2013, it has a new floor with decorations celebrating Knight pride on the floor itself as well as throughout the gymnasium. As part of this project, new lockers were installed in the changing rooms. The outdoor metalwork frames in the administration/library walkway and the A-frame roof between the main buildings were repainted over the summer of 2014. Lastly, the fields, which had been in a state of disrepair for many years, are all being redone, with the main field being resurfaced into an all-purpose, turf playing field.

One of the requirements for graduating from Lynwood High School is to complete 40 hours of community service. The students at this site can be seen helping the community through their churches, reading to children at elementary schools, working at care centers, and many other activities. Beginning last year, the campus club La Raza started volunteering after school at Vista Veranda, a home for patients with Alzheimer's Disease. These students interact with the patients, giving them companionship and solace. They represent one of the ways the spirit of the school is spread out to the local area.

Furthermore, clubs on campus are creating a sea change in the attitudes of Lynwood High School students. There are now more clubs serving more students than ever before. This year alone saw the beginning of more than ten new on-campus clubs. With more students and teachers involved, the campus offers more to cater to the wide variety of student interests while keeping them invested in their school and community.

Parent Involvement

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

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

On Back to School Night, a parent meeting was held as a workshop for navigating the school website and accessing the Parent Portal. Counselors instructed parents how they could access their child's grades, as well as the plethora of useful and relevant information on the site from their home or phone.

Two years ago, the position of Community Partnership Specialist was created through the SIG Grant. The specialist's job is to improve communication with parents and focus on college and career readiness. Along with helping students understand how to better prepare themselves for the job market, their primary responsibility is to advise and track students applying to college. This position helps ensure that students who meet the A-G requirements are actively applying to colleges and preparing to meet the next challenge in their academic lives. Accompanying this, the specialist organizes information nights to educate parents on the process of preparing their child for college.

Twice a year, counselors hold evening parent meetings for each grade level. These meetings cover a broad range of topics parents need to be informed about, ranging from school policies, to student expectations to how to read a student transcript. The parent meetings have been well attended, averaging over 100 participants.

Also improving parent participation in the school, the site has seen increased attention given to its School Advisory Council and English Learner Advisory Council. With the new LCAP funding formula, parents are more able to see where dollars are spent and influence how those dollars could be more strategically spent. Both councils therefore are able to review the Benchmark results at their meetings so that they are able to advise the School Site Council for its next steps. The site sees parent empowerment as a positive movement that increases dialogue between all stakeholders at the site, further ensuring Lynwood High School students benefit from a wide network of ideas rather than ones handed down without discussion or debate.

Through a program called the Parent Project, parents who have at-risk children, such as students with SART contracts and discipline issues, go through 10 weeks of parenting classes. Started in 2014, it has been successful so far. The first group that finished last year "graduated" on June 4. They have continued on to serve as a support group for the next group, which graduated this December. The parents who are undergoing the same situations with their students have banded together to provide support and are being trained through courses that teach them how best to help their child in high school and in their transition to college and career after high school.

Once a month, the school also hosts Coffee with the Principal during which parents meet in an open forum with the principal to discuss changes and concern at Lynwood High School.

Teachers at Lynwood High School contact parents with both complimentary and unfavorable information about their child. Most teachers have regular contact with some parents

via text or email while others hold parent conferences for their at-risk students. Personal contact is valued highly from administration and throughout the staff. The school's Back to School Knight, held in October, is the first great opportunity for teachers to meet the parents. To ensure that they are able to meet the highest number of parents, the school gives merits and most teachers offer incentives for students whose parents attend. Teachers also continue to communicate with parents using TeleParent where they can send messages through the phone.

Lynwood High School parents have also asked to help on this campus by volunteering in larger numbers. This year, parents are actively engaged in helping to promote a clean and safe environment by volunteering on a weekly basis to patrol the grounds, monitor the restrooms, and motivate students to be proud of a clean campus.

Guidance Alignment

In the 2012-2013 school year, district personnel, representatives from Principal's Exchange, school administrators, and the counselors from both Lynwood and Firebaugh High School met to create a system for early detection and support of at-risk students. The result of these Guidance Alignment meetings was the LUSD Matrix of Target Standards. Last year, there were follow up district trainings to further the effectiveness of the practice.

This matrix consists of six mandatory check-ups on student progress. Instituted from the start of the 2013-14 school year, it is a safety net that enables the counselors to immediately find and then monitor at risk students to keep them on track. It is monitored by the E-wise computer program which accumulates and processes data. This was created by *Principals Exchange*. It provides counselors the data used for guidance alignment. It takes information from AERIES and provides reports to counselors based on the pre-set criteria for the six check ups during the school year. This has streamlined the process of sorting through testing and grading information, allowing the counselors to make the most efficient use of their time.

Counselors are using these points to check on their caseloads. Students who are not performing well or showing at risk behavior are being identified and called in for counseling. As an example, immediately after first quarter grades were submitted, counselors called in students with three or more failing grades and requested parent conferences, in person or by phone. During the conferences, they review attendance and inform the parents and students of tutoring resources, academic probation, and try to set up a plan to improve their grades. By having a proactive response, it sends a message that the school has high expectations for the students and that they must be serious about their education.

From this year, all freshman English and biology courses are now labeled Pre-AP courses. Students are grouped heterogeneously and teachers differentiate instruction to ensure the success of all learners. The reason for this is that the site understands that success is the number one motivator for students. It is an effort to help students realize they have academic potential and inspire them to feel empowered to gain the skills to reach higher and truly become "college and career ready." In subsequent years, students may choose regular or AP track courses, but the hope is that more will have the confidence to become AP students. Presently, the site is monitoring the D and F rates of the new system over the course of the year as data to aid in discussions on what direction it will take next year.

Counselors are also given individual areas of focus to address students with specific needs. They are assigned to work with students classified as either immigrant, migrant, English Learner and those that would like to work at local businesses for financial reasons or internships.

The movement to focused counseling in this area allows the staff to be more efficient and streamlines the process for students and stakeholders.

Safety

Through the help of the School Safety Grant, Lynwood High School has gone from being one of the most intimidating school environments to a role model throughout the state of California for improving safety and student conduct. All of the areas California Safe and Supportive Schools state are vital to a healthy school climate are prioritized at the site. They include:

Caring Relationships and High Expectations
Opportunities for Meaningful Participation
Perceptions of Safety
School Connectedness
Physical and Emotional Violence Perpetration
Physical and Emotional Violence Victimization
Harassment and Bullying
Substance Use at School
Family Engagement
Improving Staff Climate

From 2011 to 2014, Lynwood High School recorded a 99-point jump (187 in 2011 to 286 in 2014) on its School Climate Index, which provides scores from the Healthy Kids Survey based on all of the areas listed above (Appendix 2). It was the largest jump in the state among schools receiving the S3 Grant. The gains were so pronounced that the Assistant Principal in charge of Discipline and the Grant Coordinator were invited to Sacramento in December of 2013 to receive recognition for the school being a model of improvement. While the school recognizes the accomplishment of jumping from a 1 to 42 on the State Percentile rank and from 3 to 63 on the Similar Schools Percentile rank, it realizes that there is still a lot of room for improvement and strives continually to make the campus the best that it can be.

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

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

understanding. In 2013-2014 teachers received Cultural Proficiency training with one follow up session this year.

Lynwood's school safety has also benefited from inspirational speakers. This year, Mike Smith addressed the entire student body, imploring students to look beyond themselves and help others by volunteering and understanding others. Through the S3 grant, the school invited the group Teen Truth to present during assemblies for the entire student body in 2012 and for the 9th grade in 2013. Their message was on the dangers of bullying and campus violence. Teen Truth also gathered leaders from all sections of students and is working with them on student-led methods to make this a more positive and open-minded campus. Another group which was able to address the student body was Every 15 Minutes, which informed students on the dangers and prevalence of teen drunk driving. It also was an impactful presentation, sending our students the message that their safety is our highest priority.

For our 50 most at-risk students, the school provided a motivational speaker. Mr. Damien Jackson was a former gang member and a convicted felon with "Learn How to Say No." He turned his life around and is focused on teaching youth to say no to the things that harm them such as bad friends, drugs, crime, etc. Students were inspired by his story and excited about reading his book, *Shoulda Been Dead*, which, along with all the funding for these events, was paid for through the School Safety Grant.

Through the SIG Grant, the school was able to have a School Resource Officer assigned to the site full time. The deputy's presence has had a profound effect on not only discipline, but the comfort level of students at the site. Her duties include school supervision before school, after school, and during lunch. The officer mentors students and counsels families on their child's behavior. She is also involved in different on campus events by providing community resources. Students often speak to the deputy regarding personal issues. She is always available to speak to families and students. Adding to the extra safety the officer provides, the number of campus monitors was increased from six to eleven from September.

Section III: Process for the Development of the Progress Report

In creating the WASC Progress Report, a teacher is assigned as the WASC Coordinator and prepares the report. The Coordinator is assisted in doing so in regular meetings with the principal, in which they schedule small group meetings for addressing the WASC follow up recommendations, discuss the focus of those meetings, and look at the outcomes of new programs at the school in relation to WASC and Lynwood High School's ESLR's. The staff has also been able to provide input on the progress of the WASC follow up recommendations in a schoolwide meeting. In its draft stage, the Progress Report was looked over by the administrative team, and by the entire leadership team. Parts of the report were looked at schoolwide with staff recommending additions and changes to it.

The academic achievement of students is the top priority at Lynwood High School. To reach the goals that the site has established since the previous WASC visit and from the subsequent two year re-visit, the administration, faculty, and classified staff meet to ensure the schoolwide Action Plan is based on a long-range planning process to help students meet district, state, and federal benchmarks for achievement while maintaining goals for college and career success. With a strong understanding of the need for meeting the needs of all our students, administration and teachers are involved in a rigorous schoolwide process of analyzing student performance data, creating thorough use of effective solutions, and establishing ongoing monitoring of results.

Every year Lynwood High School develops a Program Evaluation to determine whether or not goals were met. Through this analysis, next steps are developed and incorporated into the new school year's Single Plan. The Program Evaluation is attached as an appendix.

From the last WASC visit, the site has made the commitment to modify its planning format. Last year, although the Action Plan SMART Goals were added into the SPSA, a need to consolidate the School Improvement Grant and School Safety Grant into the SPSA in order to narrow the focus and implement a unified action plan was noticed and addressed. Rather than have several plans for various accountability reports, the S3 goals, SIG goals, and WASC recommendation goals were this year incorporated into the school's Single Plan for Student Achievement. This is now utilized by the site to consolidate the analyzed data from the previous year, which determines if the school is meeting its academic goals, and combine that with the actions that are being taken to address the areas of need the data shows. This ensures an on-going, unified, and purposeful plan of action to address the site's critical academic and school wide needs.

Amended to the original action plan two years ago were a new set of action plan goals addressing the specific areas for follow up recommended by the previous visiting committee. Immediately following the WASC visit in 2012, Lynwood High School created a set of task forces to address the recommendations of the WASC Committee. The school addressed them schoolwide with all teachers assigned to one of four groups.

The product of these task forces was the Action Plan that was submitted in 2012, and then revised and attached to the Single Plan in 2013. The four task forces, consisting of administrators, teachers, and classified staff, met three times before the end of the 2011-12 and then four more times in the 2012-13. Each presented its suggestions to the entire faculty and the actions were incorporated. Because those areas required staff updating, they were not incorporated into the SPSA. The school incorporated them into the SPSA in the 2012-2013 school year.

From September of 2013, the task forces morphed into eight standing committees which

met monthly last year. The committees were a response to the recognition that there were other areas of need on campus that required action beyond the WASC recommendations. The move also showed the site's proactive approach to addressing the needs of the school and its students while allowing the entire staff to be a fundamental part of how improvements are made. The committees, formed of administrators, teachers, counselors and clerical staff, met once a month from October, creating their lists of recommendations. In February, the committees each sent representatives to the other committees to report on their discussions. The recommendations that were reported and the analysis from the Program Evaluation were incorporated into this year's Action Plan in the same manner the task forces recommendations were in 2012-13.

After the WASC visit in March, 2014, the entire staff was made aware of the team's findings. While being commended on the advances the site had made, the WASC team advised that Lynwood High School keep up with raising the rigor in our programs and promoting more proactive interventions.

From the task force, standing committee, and follow up committee recommendations, many of the actions have been implemented or are in one of the methodical steps leading up to full implementation. In this way, the staff is involved in the action plan process. Administration has been very diligent in presenting its plans and data to the leadership team and the staff so the school moves forward as a whole. It has also been systematic in focusing its efforts on a few major actions at a time. Through this approach, action plan steps have been implemented at a reasonable pace with teachers and administrators able to monitor their effectiveness.

Through the Single Plan for Student Achievement development, the monitoring of the action plan is done through a program evaluation that is updated annually and shared with all stakeholders. With this evaluation, which includes student achievement data, each department creates their own SMART goals for the upcoming year. Furthermore, the school has several leadership groups that meet regularly to look at a variety of data points and create action plans. Those leadership groups, including department chairs, SIG, PLC's, and the PBIS and AARC teams, meet with their respective groups to get feedback and create the action plan. This provides a structure of annually revising Lynwood High School's action plan to meet the needs of every student.

Much of this process is guided by the WASC recommendations, which help create focus for many areas of school improvement. Administration, teachers, staff, and parents consistently help in establishing a first-rate learning environment for students at the site, and this report has been shown to all stakeholders to ensure that its contents are accurate and complete.

Section IV: Critical Areas for Follow-up Progress

The implementation of the original schoolwide action plan regarding instruction and curriculum has involved district-wide vertical integration and schoolwide horizontal integration. While the cumulative results of the vertical integration will be seen in successive years, the horizontal integration results have shown that Lynwood High School's efforts have met with success. This is evident in the increased rigor, collaboration among staff, school academic and social spirit, and decreased student behavioral incidents. Those action plan based efforts include:

- schoolwide goals and norms created by teachers within departments
- schoolwide trainings on instructional design
- schoolwide grade level meetings to improve lesson planning
- weekly department meetings for collaborative planning, rather than monthly information updates
- more refined and direct collaboration on Units and lessons
- increased amount of data provided to teachers by coaches and through OARS
- trainings for teachers to retrieve their own OARS data or create assessments
- reflection sessions following Benchmark tests
- trainings for teachers on improving school culture/cultivating positive attitudes in students
- trainings for parents to access online grading with the long-term goal of creating a collaborative network for all stakeholders to monitor and participate in each student's academic success
- focus walks by administrators and instructional coaches
- monthly meetings by school administration and the leadership team ensure that our goals stay focused and that all administrative decisions are disseminated promptly to staff
- monthly meetings of parent groups, including School Advisory Council, ELAC, and Coffee with the Principal
- support from instructional coaches in improving instructional delivery
- support from instructional coaches in providing formative, standard-focused tests

WASC Follow up Recommendations

Since the previous WASC 6-year visit, the site's administrative team has been addressing the follow up recommendations on long and short-term bases. It is through prompt and deliberate planning that there has been significant positive improvement in all areas the WASC team cited. The 2014 two year re-visit confirmed this while also giving the school precise areas to further address. Lynwood High School seeks to be the instrument by which its community aspires.

Therefore, the administration also constantly looks to get input from all its stakeholders to assist in making sure the site's plans are fine tuned to the Lynwood High School student body and staff.

The WASC Team which visited in 2012 recommended four areas of follow up for this site. In order to properly concentrate on those areas, four task forces were set up immediately after their visit. They worked through the 2012-13 school year, and, because of a necessity to concentrate on more areas of improvement, morphed into eight standing committees that met monthly throughout last year. Each member of the teaching, counseling, clerical, and administrative staff served on a committee. Their focused aim was offering solutions pertaining to the recommendations of the WASC Team. Most of the recommendations made by those groups were implemented at the site and are now part of Lynwood High School's operations and appearance.

With the fundamental improvements addressed, the Wednesday late start time is now dedicated for PLC's. The school has drastically decreased the number of staff meetings so that teachers may address the issues of instruction and assessment through collaboration.

Response to Recommendations

1. Full implementation of a viable curriculum aligned to the California State Standards

In 2011, Lynwood High School's English and Math departments took part in district wide curriculum alignment. After the previous WASC visit, in the summer of 2012, the History and Science departments also participated in a district wide curriculum alignment workshop, led by Principal's Exchange, to create curricula and assessments to be implemented from the 2012-2013 school year. The new curricula joined the already successful Math and English curricula, and was a major factor in the school's rise in API from 617 to 660 in two years.

Over the past two years teachers were brought together at the district office to first align the new Common Core Standards with the outgoing California State Standards, and then to create new matrix units and assessments aligned to the new standards which were classroom ready at the start of this school year. The site is supported strongly through the district's preparation, as well as the team effort of administration and teachers in having a rigorous, well-designed curriculum. The ongoing process of reflecting on the successes and inefficiencies of the matrices to continually improve is now part of the culture of the site.

This year, *Catapult Learning* assisted English, science and history in unit design. Through their workshops on backward design adapted to the rigor and focus of Common Core, teachers created five week units for their classes. The consultants facilitated the effort, but Lynwood teachers were in control of the content and character of the units. The social studies department, in fact, created their own primary source document book during the summer to supplement the unit curriculum they created. Over the course of this year, there are two more planning days scheduled to complete the other units.

Another factor that has contributed significantly is the data reflection sessions that follow each of the five benchmark assessments created during curriculum alignment. In these meetings, all core and special education teachers are able to review their data, the data of all students and teachers in the same discipline, and discuss how to improve student learning. The Instructional Coaches are instrumental in facilitating this process, providing boards that monitor results and structuring the discussion while adding input. The performance of significant subgroups is separately analyzed with the reflection group discussing strategies to close any achievement gap. Department meetings also serve as mediums through which best practices and lessons are shared.

The basis for delivering the curriculum schoolwide is the Platinum Ticket lesson plan. It is a research based format of designing daily lessons, implemented as the Golden Ticket schoolwide from 2012 and in its upgraded form from 2014. It consists of an opening, in which students are told the target standard and the teacher creates an emotional hook through means such as engaging prior knowledge or curiosity. The second phase is the body of the lesson, which is broken up into "I do" (what the teacher does), "We do" (working together as a class or in groups), and "You do" (students working independently). Last is the closing, in which the standard is re-stated and students review the most valuable point of the day or complete an exit ticket. The Instructional Coaches assist teachers in creating effective plans using the framework. All teachers are also asked to use Interactive Notebooks in their class and to have the current unit standards posted in a readily visible location.

From the second semester of the 2013-2014 school year, Lynwood High School had, for the first time in its history, a common grading policy for each class or grade level of each department. This was instilled to help students and parents understand how assessment is being conducted. It also ensures that students moving from one class to another understand the grading policy in their new class is the same as the one they were previously accustomed to. This is also true for parents who want to know how their child earned their classroom marks. The common grading policy further facilitated the school's move to having online access to grades through a parent portal starting from October of 2014 by eliminating confusion between classrooms.

Another area which has been addressed in the past year is the curriculum for the after school credit recovery classes. They are taught by core teachers who were previously left to create their own units and assessments. These classes are now aligned with the units created in curriculum alignment. This improvement assures students that they will be mastering the same skills attained by all other students at Lynwood High.

2. Best, first instruction- Professional expertise in research driven, instructional strategies

Lynwood High School makes every effort to ensure that students are engaged while learning and developing thinking skills. Through professional development trainings, teachers have learned to use "Fun, Fast, Furious," "Think, Pair, Share," and "Energizers" to help students stay focused and retain information. These techniques, while aimed at all learners, are especially helpful in raising the performance of our Special Education and EL learners.

Through summer training, teachers also learned instructional strategies to build interpretation and expression skills in students. This included the focal point of "Make a point. Back it up. Wrap it up." To do so, teachers learned reading strategies for breaking down the content of the text and then effectively integrating textual evidence to back up the conclusions students have drawn from the work. Also, the professional development included questioning to the Depth of Knowledge levels to increase the depth at which students analyze material.

To help Lynwood High School's students, especially its struggling learners including Special Ed and EL's, the site has employed *Catapult Learning* and *Math Solutions*. *Catapult* provides assistance to the social studies, English, and science departments. This year, they are training teachers on strategies to improve unit design and to effectively teach the Common Core standards. The other consultants, *Math Solutions*, are providing strategies to engage students in math, also in preparation for meeting the demands of Common Core. They have done this through lesson planning days, example lessons, co-teaching lessons, and reflection sessions.

From the beginning of the 2013-14 school year, students were given an Interactive Notebook and a 3" Lynwood High Binder (BOB) to carry them in. This year, for the sake of practicality, students were supplied with a 2" BOB. Although teachers had been trained on using

the Interactive Notebooks in 2012, the lack of supplies for many students lead to equity issues, and they were not mandated. Now, most teachers require them as separate notebooks or within their BOB , and use them almost daily to keep students organized, as well as to allow them to reflect on their notes and raise test scores.

In order to raise student accountability, each classroom has a common whiteboard configuration. Students are presented with the day's objective, target standard, agenda, and homework. The unit standards and relevant vocabulary is also posted in the classroom. The Instructional Coaches have created whiteboard signs to make the daily agenda easily understandable for students.

Over the summer of 2013, the administration organized a committee comprised of teachers who would give professional development on instruction. The committee twice presented to the entire staff on many aspects of instruction. One area included focusing lessons to not only impart information, but to engage the creative side of the students' minds. Another area covered was academic vocabulary and effectively using word walls. With the aim of raising the performance of our lowest performing subgroups, the committee presented strategies for how to create productive classroom groups through seating arrangements and data analysis. The committee also gave a tutorial on different ways to present the daily agenda so students are prepared for not only the day's lesson, but the entire unit.

Some English teachers, with one teacher from Special Education, received training on ERWC (English Reading, Writing and Composition), an English curriculum which prepares students with college level reading analysis and writing. The training took place at Cal State Dominguez Hills. Although the school has only one teacher delivering the ERWC curriculum this year, it is seen as a program the school wants to build while also incorporating ideas from its impressive design.

The intent of the trainings from *Catapult*, *Math Solutions*, AVID, the PD services employed by the site, College Board, and its own PLC's are all meant to contribute to help raise the performance of teachers and students at Lynwood High School. These trainings focus on the school population as a whole, but also seek to engage students in need of differentiated instruction and scaffolding. All trainings take into account the aims of Common Core, with the goal of leading all students to higher level, cross-curricular thinking.

To further help struggling learners, the site purchased the programs Think Through Math and Shmoop. These help teachers engage students through computer based learning; the first doing so through fun but challenging interactive math exercises, and the latter as support for everything from core classes to standardized tests to college entry tests. Although it has added four new classroom sets of computers over the last two years, the site recognizes the need for more updated capacity computer labs.

Using the benchmark tests as a monitoring tool, the site has seen unsatisfactory scores on the new assessments this year. Over the last two years of the CST, scores showed the improvements in curriculum and instruction had been very beneficial. This year, the benchmark assessments in math and English were changed to SBAC-type questions while the standards for being rated proficient were raised, most likely accounting for the decrease in proficient scores.

To improve the learning of all students, lecturer Rick Morris gave a staff wide training on allowing students to become responsible for themselves.He focused on the research of effective teaching and classroom management to create a positive learning environment. Through Principal's Exchange, teachers received research based training inkeeping students' brains active helping with engagement and retention. Teachers also received research based training on why differentiating instruction is important and many novel ways to differentiate instruction.

Other improvements addressing this goal include staff members receiving instructional training at the AVID Summer Institute, teacher training on using OARS for testing data and creating formative tests, and giving release time for teachers to collaborate. All of these measures are making the site's instruction more effective while preparing our students for college and career success.

3. Personal and organizational accountability for student achievement.

A sign in the teacher copy room states, "They may forget what you said, but they will never forget how you made them feel." This idea guides how teachers deal with students at Lynwood High School.

At weekly PLC meetings, teachers and Instructional Coaches meet in departments and share best practices. The lessons shared are meant to get more out of the students as they learn the standard being taught that day. At the heart of these meetings is always the intent of raising a student's feeling of accomplishment, and the confidence that accompanies it, through academic achievement. Teachers feel a responsibility to engage their students and be certain that they are ready to succeed in their post high school academic and professional pursuits. School data is often shared at the meetings, as well, and teachers review it, sharing their thoughts, concerns, and possible courses of action. Saturday School and Increased Learning Time (ILT) options are also discussed. The PLC meetings are times written into the weekly schedule where Lynwood High's teachers come together to improve individually and as a team.

The data reflection sessions which follow the benchmark assessments are also pre-determined times when core teachers can monitor, in a group setting with the Instructional Coach's support, the progress of their students. Most teachers welcome the opportunity to meet with their colleagues and administration to assess and improve student performance. In the meetings, teaching strategies are agreed upon, lessons are shared, and the group makes common agreements for the next unit.

Another area in which the staff is more accountable for student performance is through the recent practice of monitoring the D and F rate. While teachers are not held to any set percentage of students they may assign below average grades to, some teachers have been encouraged to offer extra credit, or re-teaching or re-testing interventions for their students. The Counseling Matrix of Target Standards also sets a series of alerts in place so counselors are able to immediately identify students in need of support. These students are put on probation and their parents are notified. Teachers and counselors may also recommend failing students for after school tutoring.

From the start of this school year, almost all core teachers have offered tutoring before or after school through Lynwood High School's Increased Learning Time (ILT) program. Because the curricula are aligned, teachers are able to choose one hour per week to tutor students from their own or other teachers' classes. Students are therefore able to attend any of the sessions, which are offered almost every day of the week. ILT is an immediate, data-based intervention for students struggling with their grades or the learning material.

Another option now available to students is the Saturday School program which allows teachers to be compensated through recouped ADA for conducting classes on Saturdays. Students attend for re-teaching, re-testing and to complete assignments. These classes are not only for intervention purposes, though. Teachers also offer enrichment days for college testing prep, project workshops, and in-depth study or experiments that reach beyond the curriculum. Regardless of the focus, the Saturday School program is a vast improvement over its predecessor

and is an innovative way the site is seeking to increase student achievement.

A final way in which institutional support is being offered for all students is through the inception of department based common grading. Should a student be transferred to another class, although the method of instruction may vary, the grading system will be the same. The intent of this is to lower the student's unfamiliarity with the new setting and allows teachers to reasonably assess the new student and possibly modify their lessons accordingly. Each staff member submits a class syllabus. While each varies according to the style of the teacher, the grading percentages are uniform.

The task force looking at this area of improvement saw its recommendations to "Continue implementing with fidelity Principal's Exchange's benchmark assessments every 5 weeks in all four core subject areas," and Training/Workshops for non-core subject teachers" implemented immediately. Other goals, such as creating department syllabi, having AP students tutor low-achieving students during class time, and establishing "small learning communities among teachers in order to communicate students' progress, academic needs, and to develop interdisciplinary project/assignments," are still being formulated until the proper time they may be implemented effectively.

4. Administration and Staff ensure safe, clean and attractive facilities to create a culture of high expectations and pride.

Lynwood High School is in the midst of a sea change. The new facilities, equipment, and measures taken at the site have redefined the experience of being a student at this school.

In 2012, the school opened its new football stadium. Not only the school, but the community as well, now has a place to gather for sports and events. The beginning of the 2013 school year saw the unveiling of the renovated gym, with a new floor, paint, and decorations. The locker rooms were also fitted with much needed new lockers. In 2013, the school hosted the first annual Lynwood Bowl football game, which drew a packed stadium to see Lynwood defeat its inter district rival school.

Through various grants, the school has been able to accomplish many things. First is having a Campus Resource Officer assigned to the campus full time. The officer, a police deputy, helps by just being visible on campus, but also as a source of help in interventions and security. The grant has also allowed the school to have guest speakers or groups come to address the site's most at-risk students and the student body as a whole. Through one of the groups, Teen Truth, the school had students help inform the school how they feel about campus safety and tell what they would like to see changed. That experience lead to the beginning of the monthly Principal's Posse meetings, in which one student from each second period class attends a meeting with the principal and discuss how students feel the school can be improved.

The school rolled out a new emergency plan at the beginning of the 2013-14 school year. All staff were given their assignments in staff meetings before the school year began and reminded of them before the Great California Shake Out in October. Teachers were assigned specific duties such as caring for students, caring for injured, clearing halls, double-checking classrooms and reporting back to the next person up the chain of command. The new emergency plan and how it was conducted gives students the awareness that staff is in control of whatever the situation may be and the students are going to be kept safe.

At Lynwood High School students are learning to share pride in their academic accomplishments. The site conducts Recognition Assemblies to publicly reward students who are

performing well in school. Teachers not only recognize their students with the highest grades but also students who are in the middle but have made great improvements in their attitude and work. During these assemblies, the site also celebrates its great performing arts program by having the band, drill, flag, and various dance teams perform.

The site also conducts grade level assemblies at the start of the year. One purpose of this is to make students aware of the college bound culture the school is building and familiarize them with the A-G requirements. Another purpose is to ensure that all students understand the academic and behavioral expectations they are held to as Lynwood Knights. The winning culture nurtured at LHS through its proud sports program (including the State Champion Girls Basketball team), award winning Dance, Drill, and Band, widely recognized CTE program, and individual care for its students is what the assembly seeks to make students aware of and get them to want to be part of.

In 2014, Lynwood High School joined The Boomerang Project and its highly successful Link Crew Transition Program. Students were trained in being mentors for incoming 9th graders towards the end of last school year. During the summer of 2014, through Link Crew, they were paired with a student new to the school, giving them help and guidance. Throughout the school year, Link Crew has sponsored many events for the freshmen, including movie nights and a dance. The mentors invite the students to the events and make every effort to assist them in any way possible. It has been a new form of strong support for the incoming freshmen.

The task force given the job of addressing this area focused on the need to bring positive reinforcement to encourage good behavior through awareness of the merit system. The site acted immediately and from 2012, all students receive a Merit Form on which they can have teachers sign for the merits the students earn. They are aware of the system and many wear college gear on Wednesdays and Purple and Gold on Friday to receive merits. Receiving demerits for being tardy to first period is another measure that is being used to curtail poor habits.

In total, all but one of the action steps related to this task force's "Campus Beautification" section were in some stage of being addressed by administration. The refurbishing of the locker rooms, noted earlier, was a result of this task force's recommendations. Measures including "School colors should be more prominent," "New Knight Statue," and "Student after Lunch clean-up" all saw thorough consideration, with staff, parents, and students helping in the process.

Response to Follow-up Recommendations

The WASC team which visited in March, 2014, left the site with positive feedback about Lynwood High School's efforts in addressing the previous recommendations. The team also followed up with four recommendations for furthering the school's progress. They were: work with coaches and through reflection sessions to monitor student progress, continue to seek opportunities to engage the parent community, keep up with more rigor and depth of knowledge through student centered instruction, and incorporate more proactive interventions.

Noting the correlation between the last two actions, the site has promoted increased learning while creating interventions that support it. Knowing that there is support for the increased rigor allows teachers to feel confident in setting higher standards for achievement. The school's curriculum and lesson planning, all done by teachers with guidance by the Instructional Coaches and consultants, have been aimed at achieving those higher standards. The Saturday School program and Increased Learning Time started this year give students the interventions

they need to succeed. Teachers and counselors monitoring the D and F rate ensures that students are referred immediately to those interventions. It is a relationship which has worked together well, so far, and the site embraces the recommendations.

Furthermore, the site is seeking to establish a culture of student success starting from 9th grade by making all freshman English courses Pre-AP. The confidence students gain from meeting the rigor of a Pre-AP class will, in many cases, inspire students to take on the challenge of higher level courses. Having students who, even though they may have required a large amount of institutional intervention to achieve it, are self-motivated by their own success provides the site with learners who feel positive about their education and who are more likely to realize their academic potential. That is the goal Lynwood High School seeks as it tries to live up to the district mission of making all its students "College and Career Ready."

The Instructional Coaches are instrumental in providing support for teachers. They guide teachers through problems they may have with lesson planning and help them deliver more effective instruction. They provide materials, such as whiteboard agenda signs, target standard charts, and best practice posters, for the classrooms. Most importantly, they help with analyzing the data and using their expertise to offer solutions and perspective to make the most use of it. The confidence they inspire and their rapport with teachers makes them an invaluable resource.

Lynwood High School has continued to engage the parent community in increasingly numerous and effective ways. The grade-level parent meetings, held twice a year, have drawn in over 100 participants at each session. Coffee with the Principal brings parents in to a relaxed environment where they can air their concerns and ask questions to the school leader. The new Parent Portal has been embraced with more parents signing on every day. Through the eWise program, counselors are able to identify at –risk students and contact parents immediately, curtailing undesirable behavior before it worsens. Because parents feel more involved and are increasingly aware of their children's educational needs and expectations, the school and its students have benefited immensely.

Monitoring Action Plan Achievement

Every year Lynwood High School develops a Program Evaluation to determine whether or not goals were met. Through this analysis, next steps are developed and incorporated into the new school year's Single Plan. The Program Evaluation is attached as an appendix (Appendix 3).

Last year's Action Plan called for improved learning in the four core areas and among the site's English Learner population. With no CST in 2014, results in each core section were based on the previous year's Benchmark scores. There was a drop in scores in English and math, and the site is making efforts to increase engagement and interventions to turn those numbers around.

GOAL 1: English Language Arts

- **All students in grades 10 to 11 will improve one performance band on the 2014 English Language Arts CST. LHS will increase by 10% in the percentage of students scoring proficient or above on the ELA CST. The School wide target is 45.55%.**

- **Subgroup target goals of proficiency on ELA CST to meet safe harbor**
  - **Hispanic 45.55%**
  - **English Learners 30.25 %**
  - **Socio-Economically Disadvantaged 45.73%**
  - **Students with Disabilities 11.98%**
  - **African American 38.26%**
- **FOL critical academic needs:**
  - **Academic vocabulary**
  - **Elimination of the achievement gap**
  - **Implementation of Golden Ticket Lesson Design**
- **Results:**

Adequate Yearly Progress- ELA	Percent Proficient
Schoolwide	37.4
Hispanic	38.3
English Learners	17.7
Socio-Economically Disadvantaged	38.5
Students with Disabilities	2.1
African American	21.9

There was an overall 8% drop in scores. The largest gap was seen in the African-American sub-group which fell 13%. SWD students dropped 3%, a halving of their previous scores. On top of the Wednesday PLC's, teachers have been provided release days for extra planning to ensure all learners are brought up to proficiency. The Increased Learning Time is another move to address this issue.

GOAL 2: Mathematics

- **All students in grade 11 will improve one performance band on the 2014 math CST. LHS will increase by 10% in the percentage of students scoring proficient or above on the Math CST. The School Wide target is 48.52%.**
- **Sub group target goals of proficiency on Math CST to meet safe harbor**
  - **Hispanic 49.42%**
  - **English Learners target 39.79%**
  - **Socio-Economically Disadvantaged 48.61%**
  - **Students with Disabilities target 15.67%**
  - **African American 32.5%**
- **FOL Critical academic needs:**
  - **Academic vocabulary**
  - **Quantitative reasoning**
  - **Elimination of the achievement gap**
- **Results:**

Adequate Yearly Progress- Math	Percent Proficient
Schoolwide	43.5
Hispanic	44.4
English Learners	24.9
Socio-Economically Disadvantaged	44.8
Students with Disabilities	4.3
African American	31.2

There was an overall 5% drop in scores across all math classes. As for subgroups, there was a decrease of 7% for EL's, 3% for SWD's, and 6% for AA's. Teachers are creating intervention groups for EL's and SWD's students, providing Increased Learning Time specific to the needs of each student, providing Saturday Math Academy for students recommended for extra support, and using Math Manipulatives in the classroom. Teachers are also collaborating on best practices and having common teaching agreements to create a more consistent paradigm in all math classrooms.

GOAL 3: Social Science

- **10th grade and 11th grade World History and US History courses will increase by 10% the number of students scoring at benchmark or above on the 2013-2014 World History and U.S. History Benchmark Exams.**
- **FOL Critical academic needs:**
  - **Academic vocabulary**
  - **Quantitative reasoning**
  - **Elimination of the achievement gap**

- **Results:**

Percent Increase in 10th grade students Scoring Proficient and Above on World History Benchmark Exam

Schoolwide	African American	Hispanic	SED	EL	SWD
29%	24%	28%	29%	21%	18%

Percent Increase in 11th grade students Scoring Proficient and Above on US History CST

Schoolwide	African American	Hispanic	SED	EL	SWD
31%	33%	30%	31%	22%	6%

GOAL 4: Science

- **10th grade students will increase by 10% the number of students scoring proficient or above on the 2014 Life Science exam.**
- **FOL Critical academic needs:**
  - **Academic vocabulary**
  - **Quantitative reasoning**
  - **Elimination of the achievement gap**

Results

Percent Increase in students Scoring Proficient and Above on Biology Benchmark Exams

	Schoolwide	African American	Hispanic	SED	EL	SWD
2013	25	21	25	26	4	0
2014	15	10	14	15	7	6
% Change	-5%	-11%	-11%	-11%	+3%	+6%

Percent Increase in students Scoring Proficient and Above on Chemistry Benchmark Exams

	Schoolwide	African American	Hispanic	SED	EL	SWD
2013	14%	13%	14%	14%	2%	0%
2014	6%	0%	6%	6%	3%	0%
% Change	-8%	-13%	-8%	-8%	+1%	0%

GOAL 5: AMAO 1 and 2

- **English Learner students will meet targets for AMAO 1 and AMAO 2**
- **AMAO 1 (annual growth)**
- **45.28% of EL students will improve one performance band on the 2014 Annual CELDT**
- **AMAO 2 (5 YEARS OR MORE attaining English proficiency)**
- **32.95% of EL students that have attended U.S. schools for five years or more will attain English proficiency on the 2014 Annual CELDT**
- **AMAO 2 (LESS THAN 5 YEARS attaining English proficiency)**
- **19.81% of EL students that have attended U.S. school for less than five years will attain English proficiency on the 2014 Annual CELDT**
- **FOL Critical academic needs:**
  - **Academic vocabulary**
  - **Elimination of the achievement gap**
- **Results:**

AMAO 1 - Annual Growth

YEAR	# of Annual CELDT Takers	# in Cohort	% with prior CELDT Scores	# Met AMAO 1	% Met AMAO 1
LHS 2013	518	518	100	203	39.20%
LHS 2014	443	443	100	226	51.00%

AMAO 2 - Attaining English Proficiency

	Less than 5 years			5 years or more		
YEAR	# in Cohort	# Attain English Proficiency Level	% Attain English Proficiency Level	# in Cohort	# Attain English Proficiency Level	% Attain English Proficiency Level
LHS 2013	64	7	10.90%	506	129	25.50%
LHS 2014	54	7	13.00%	433	127	29.30%

Lynwood High School met its AMAO 1 goal, with 51% of English Learners improving one performance band on the CELDT. For AMAO 2, 12% of 5 years or more students attained English proficiency, 8% short of the site's goal. Many of the trainings and interventions are aimed at more effectively engaging English Learners and providing them with more support.

With many of the WASC follow up recommendations either in a state of improvement or satisfactorily addressed, the site has set 2014-2015 Action Plan goals that attend to student graduation, college readiness while continuing the effort to improve English Learner outcomes.

Section V: Updated Schoolwide Action Plan

See attached file.

Appendix 1

CST Results prior to 2014

Lynwood High School had an increase in API score of 28 points in 2013. Lynwood High School now stands with an API of 660.

Lynwood High School API Data

API	2009-10				2010-11			
	Base	09/10 Growth Target	Growth	2010 Growth	Base	10/11 Growth Target	Growth	2011 Growth
Schoolwide	591	10	26	617	617	9	0	617
African American	574	11	-22	552	555	12	8	563
Hispanic/Latino	592	10	29	621	621	9	0	621
White								
SED	590	11	16	606	582	11	39	621
EL	555	12	13	568	568	12	-1	567
SWD	422	19	-99	323	309	25	36	345

API	2011-2012				2012-2013			
	Base	11/12 Growth Target	Growth	2012 Growth	Base	12/13 Growth Target	Growth	2013 Growth
Schoolwide	617	9	15	632	632	8	28	660
African American	566			602	602			642
Hispanic/Latino	620	9	14	634	634	8	27	661
White								
SED	620	0	15	635	635	9	24	659
EL	566	12	9	575	575	11	23	598
SWD	346	23	-7	339	339	23	14	354

School wide Percent Proficient and Above in CST by year:

	2009	2010	2011	2012	2013
ELA	19.6	30.2	27.5	31.0	30.8
History	18.4	23.1	18.1	29.2	31.3
Math	5.6	7.2	5.2	8.4	9.8
Science CST	15.6	15.8	19.3	24.7	21.3
Science End of Course	10.8	14.6	17.0	14.6	30.0

CST Data by Subject:

English Language Arts

Percentage of students per performance level

9th grade ELA	2009	2010	2011	2012	2013
Advanced	5%	10%	8%	13%	11%
Proficient	17%	31%	26%	21%	28%
Basic	35%	28%	32%	36%	30%
Below Basic	28%	19%	21%	19%	18%
Far Below Basic	14%	12%	14%	11%	12%

10th grade ELA	2009	2010	2011	2012	2013
Advanced	5%	8%	6%	10%	11%
Proficient	17%	17%	19%	18%	20%
Basic	32%	35%	42%	36%	35%
Below Basic	19%	24%	20%	23%	18%
Far Below Basic	26%	17%	13%	12%	16%

11th grade ELA	2009	2010	2011	2012	2013
Advanced	3%	8%	7%	8%	7%
Proficient	9%	18%	17%	23%	20%
Basic	32%	34%	32%	38%	30%
Below Basic	29%	21%	25%	18%	22%
Far Below Basic	28%	18%	18%	13%	21%

Percent Proficient or Above on ELA CST by subgroup

African American	2009	2010	2011	2012	2013
Total # Tested	205	128	130	100	98
ELA 9	13%	19%	32%	26%	24%
ELA 10	15%	14%	20%	29%	28%
ELA 11	16%	21%	15%	24%	21%

Hispanic/Latino	2009	2010	2011	2012	2013
Total # Tested	1965	1837	1740	1654	1675
ELA 9	23%	42%	34%	34%	41%
ELA 10	23%	25%	25%	29%	31%
ELA 11	11%	26%	25%	32%	27%

Socioeconomic Disadvantaged	2009	2010	2011	2012	2013
Total # Tested	1961	2006	1679	1494	1543
ELA 9	22%	41%	34%	34%	40%
ELA 10	23%	24%	36%	30%	30%
ELA 11	11%	26%	34%	32%	28%

English Learner	2009	2010	2011	2012	2013
Total # Tested	748	579	533	506	459
ELA 9	3%	10%	4%	11%	5%
ELA 10	4%	2%	2%	6%	7%
ELA 11	1%	4%	1%	3%	7%

Students w/Disabilities	2009	2010	2011	2012	2013
Total # Tested	129	129	139	148	128
ELA 9	0	8%	6%	2%	0
ELA 10	2%	0	7%	2%	0
ELA 11	0	0	4%	3%	0

Mathematics CST

Percentage of students per performance level by course

Algebra I	2009	2010	2011	2012	2013
Advanced	1%	1%	1%	0.4%	1%
Proficient	6%	9%	7%	3.6%	9%
Basic	15%	16%	17%	16%	22%
Below Basic	40%	44%	43%	50%	42%
Far Below Basic	37%	30%	33%	31%	26%

Geometry	2009	2010	2011	2012	2013
Advanced	0	1%	0	2%	1%
Proficient	3%	3%	3%	11%	7%
Basic	13%	14%	11%	21%	16%
Below Basic	54%	47%	51%	40%	47%
Far Below Basic	30%	36%	36%	26%	28%

Algebra II	2009	2010	2011	2012	2013
Advanced	0	2%	0	0	2%
Proficient	7%	5%	3%	4%	10%
Basic	26%	18%	18%	8%	18%
Below Basic	36%	37%	38%	34%	34%
Far Below Basic	30%	38%	41%	54%	37%

Summative Math	2009	2010	2011	2012	2013
Advanced	0	0	2%	2%	0
Proficient	6%	18%	13%	16%	16%
Basic	29%	29%	25%	33%	18%
Below Basic	47%	41%	44%	42%	41%
Far Below Basic	18%	23%	16%	9%	25%

Percent Proficient or Above on Math CST by subgroup

African American	2009	2010	2011	2012	2013
Algebra I	6%	4%	2%	6%	7%
Geometry	3%	0	0	5%	3%
Algebra II	0	0	0	0	9%
Summative Math	*	*	*	*	*

Hispanic/Latino	2009	2010	2011	2012	2013
Algebra I	8%	10%	8%	4%	10%
Geometry	3%	4%	3%	13%	9%
Algebra II	9%	7%	3%	4%	11%
Summative Math	0	16%	15%	16%	16%

Socioeconomically Disadvantaged	2009	2010	2011	2012	2013
Algebra I	7%	10%	9%	3%	10%
Geometry	3%	3%	2%	13%	9%
Algebra II	8%	7%	3%	4%	12%
Summative Math	7%	18%	14%	18%	17%

English Learner	2009	2010	2011	2012	2013
Algebra I	3%	3%	3%	3%	5%
Geometry	1%	0	1%	5%	3%
Algebra II	*	0	0	3%	1%
Summative Math	*	*	-	0	0

Students with Disabilities	2009	2010	2011	2012	2013
Algebra I	0	0	1%	2%	0
Geometry	0	0	0	2%	0
Algebra II	*	*	*	0	7%
Summative Math	-	-	-	-	0

Science CST Enrollment by grade

Percentage of students per performance level by course

Biology	2009	2010	2011	2012	2013
# of 9th graders	531	407	395	586	626
# of 10th graders	275	334	169	247	105
# 11th graders	75	141	141	223	195
Advanced	4%	6%	7%	6%	6%
Proficient	10%	15%	17%	12%	19%
Basic	31%	37%	35%	34%	41%
Below Basic	24%	19%	19%	23%	19%
Far Below Basic	31%	22%	22%	25%	15 %

Chemistry	2009	2010	2011	2012	2013
# of 9th graders	0	0	0	1	0
# of 10th graders	154	269	251	322	335
# 11th graders	151	188	205	197	190
Advanced	0	1%	0	1%	4%
Proficient	9%	3%	3%	6%	10%
Basic	27%	21%	25%	26%	28%
Below Basic	30%	29%	30%	28%	30%
Far Below Basic	35%	46%	42%	39%	28%

Earth Science	2009	2010	2011	2012	2013
# of 9th graders	5	6	1	0	6
# of 10th graders	12	7	6	10	139
# 11th graders	11	2	42	14	61
Advanced	0	0	16%	4%	6%
Proficient	7%	0	29%	17%	16%
Basic	18%	18%	37%	17%	38 %
Below Basic	21%	7%	10%	0	17%
Far Below Basic	54%	73%	8%	62%	23%

Physics	2009	2010	2011	2012	2013
# of 9th graders	1	0	0	0	0
# of 10th graders	28	3	0	0	0
# 11th graders	138	49	5	1	14
Advanced	0	0	0	0	7%
Proficient	1%	2%	20%	0	57%
Basic	20%	13%	0	100%	29%
Below Basic	32%	31%	40%	0	0
Far Below Basic	47%	54%	40%	0	7%

Social Studies CST

Percentage of students per performance level by course

World History	2009	2010	2011	2012	2013
Advanced	3%	5%	4%	5%	8%
Proficient	13%	11%	12%	16%	19%
Basic	24%	26%	30%	31%	35%
Below Basic	18%	15%	17%	18%	13%
Far Below Basic	42%	42%	37%	31%	25%

US History	2009	2010	2011	2012	2013
Advanced	5%	8%	5%	13%	11%
Proficient	16%	24%	15%	25%	25%
Basic	30%	28%	27%	29%	29%
Below Basic	20%	17%	22%	13%	17%
Far Below Basic	28%	23%	31%	18%	18%

Percent Proficient or Above on Social Studies and Science CST by subgroup

African American	2009	2010	2011	2012	2013
World History	9%	8%	7%	18%	25%
US History	20%	19%	12%	34%	33%
CST Science	14%	14%	14%	24%	28%
Biology	12%	10%	13%	25%	21%
Chemistry	6%	0	0	8%	13%
Earth Science	*	*	*	0	27%
Physics	*	*	*	*	*

English Learner	2009	2010	2011	2012	2013
World History	7%	3%	1%	7%	8%
US History	9%	10%	1%	4%	15%
CST Science	4%	3%	2%	5%	7%
Biology	1%	2%	2%	5%	4%
Chemistry	3%	0	0	0	2%
Earth Science	0	*	*	0	6%
Physics	1%	0	*	*	*

Students with Disabilities	2009	2010	2011	2012	2013
World History	2%	3%	0	2%	2%
US History	3%	0	3%	11%	5%
CST Science	0	0	0	4%	0
Biology	0	3%	1%	1%	0
Chemistry	*	*	*	0	0
Earth Science	0	0	0	0	3%
Physics	*	*	*	*	*

Appendix 2

CALIFORNIA SAFE AND SUPPORTIVE SCHOOLS

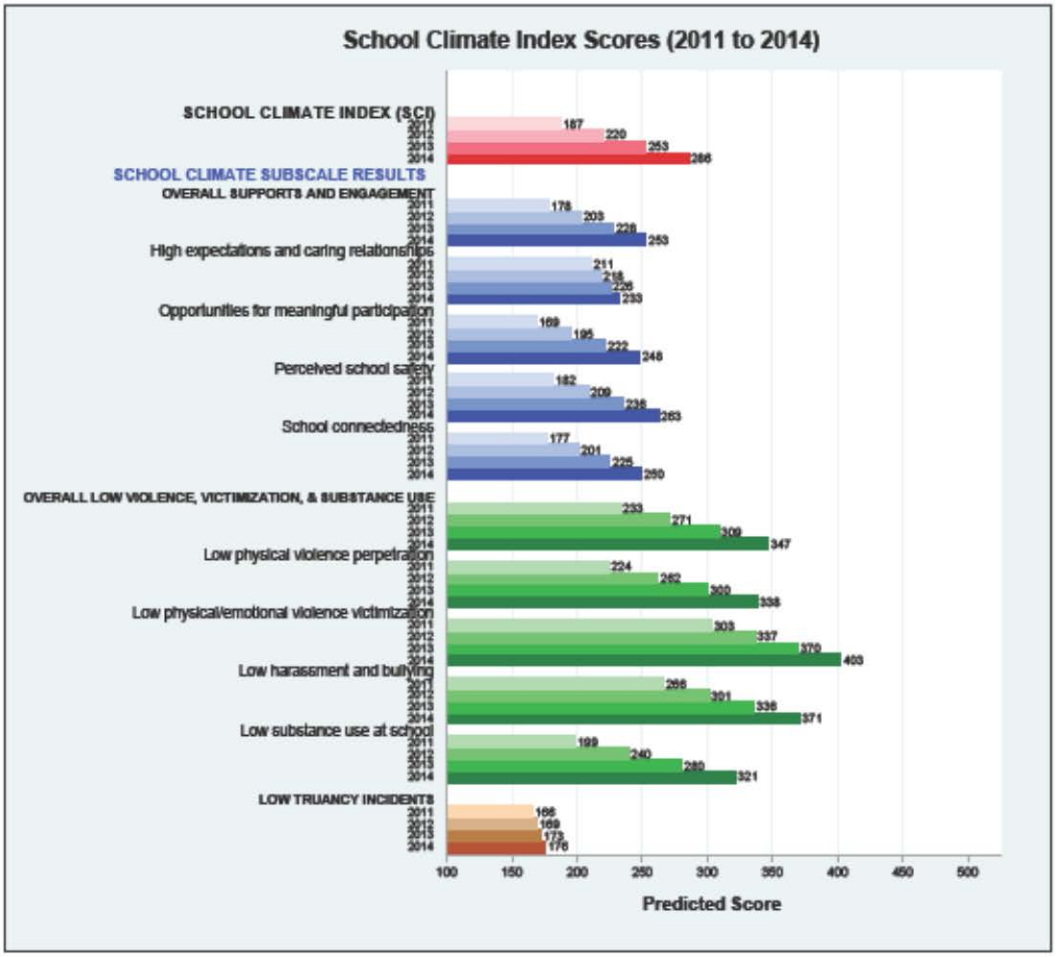
School Climate Report Card—Spring 2014

District: Lynwood Unified
School: Lynwood High

Date Prepared: 18 Sep 2014

School Climate Index (SCI)

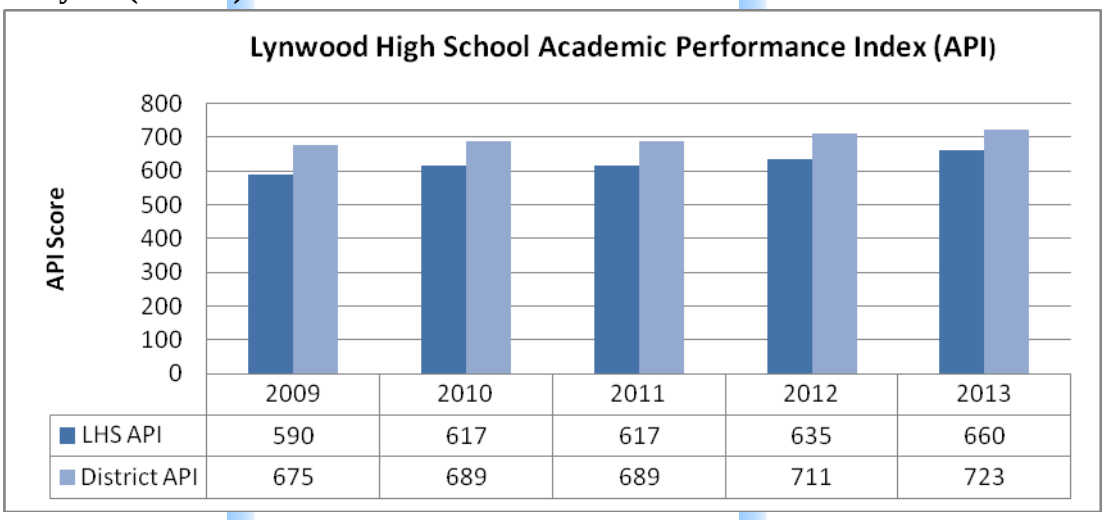
	2011	2012	2013	2014	Change
SCI Score	187	220	253	286	+99
SCI State Percentile	1	5	16	42	+41
SCI Similar Schools Percentile	3	10	30	63	+60



Appendix 3

Results +25

- **API-5 year (Frozen)**

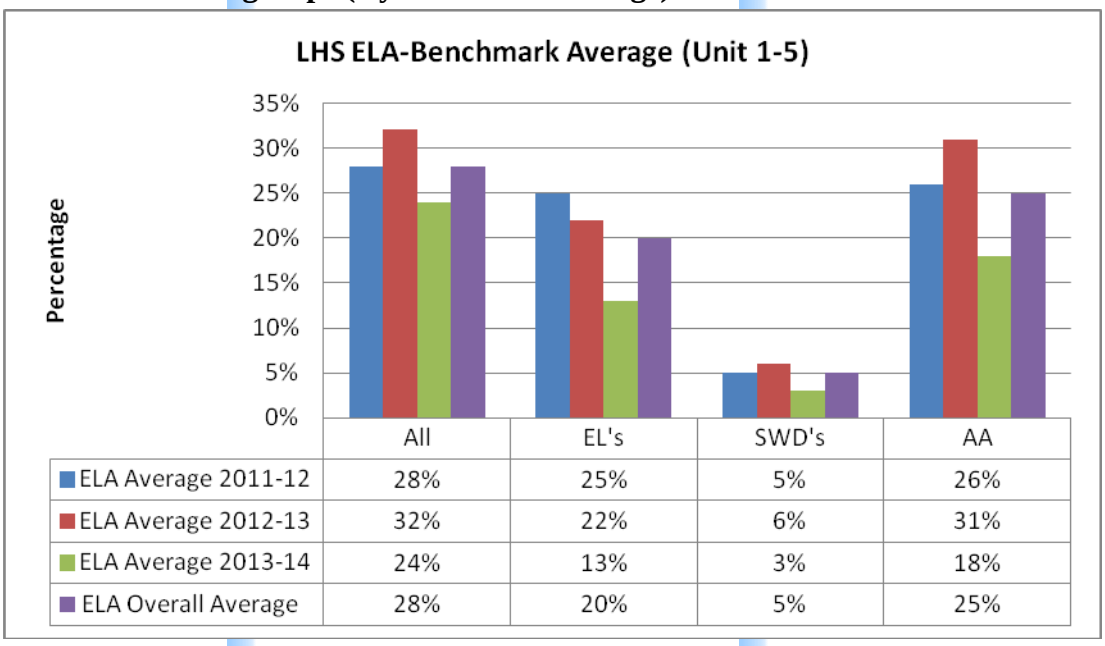


	2009	2010	2011	2012	2013
LHS API	590	617	617	635	660
District API	675	689	689	711	723

- API score has consistently been increasing every year from 2009 with the most gain in 2013.
- Total API growth from 2012 to 2013 is 25 points.
- Next Steps: Continue to focus on using data to drive instruction from common benchmark and reflection. Teachers will continue to collaborate and create intervention groups to increase focus on subgroups to close achievement gap from "Golden Ticket" Lesson design as well as newly trained program for History and Science from Catapult. There will be integration of technology such as Think Through Math, APEX, and Schmoop. There will be extra support from Special Ed. Teachers for SWD subgroups by having Special Ed. Teachers collaborate and co-teach with core teacher to support SWD students who need extra support.

Results -16

- **AYP-ELA with Subgroups (3 years of BM average)**

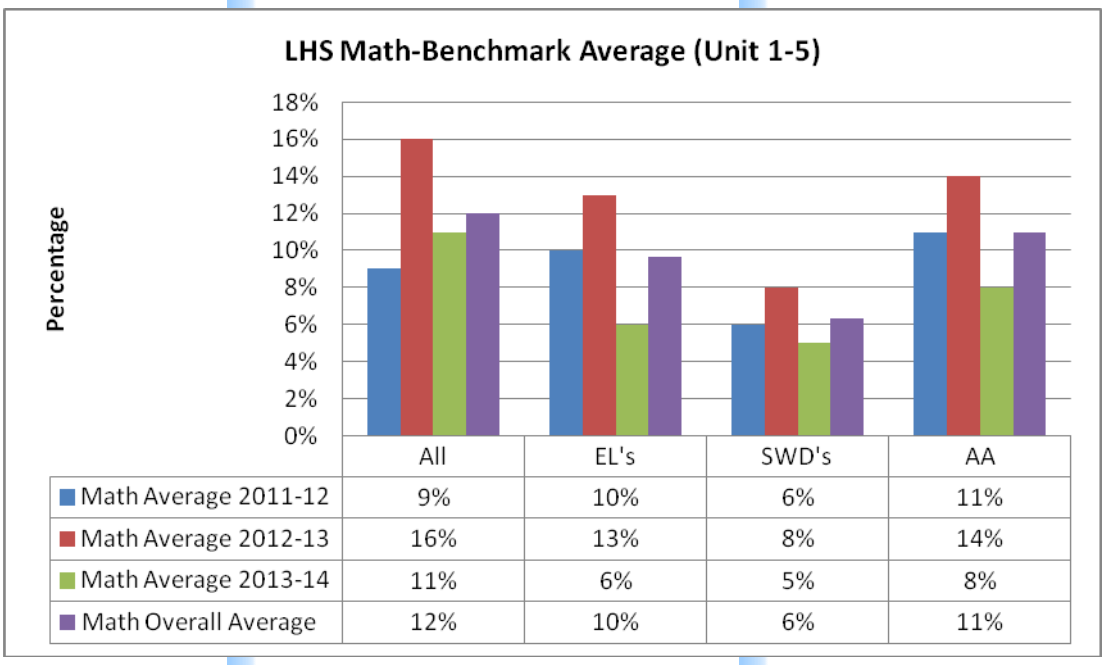


	All	EL's	SWD's	AA
ELA Average 2011-12	28%	25%	5%	26%
ELA Average 2012-13	32%	22%	6%	31%
ELA Average 2013-14	24%	13%	3%	18%
ELA Overall Average	28%	20%	5%	25%

- ELA Average has been the highest in 2012-13.
- There is a decrease of 8% from 2012-13 to 2013-14 for ALL students. As for subgroups, there is a decrease of 9% for EL's, 3% for SWD's, and 13% for AA's.
- LHS is short of 16% from combined average target for ELA 9, ELA 10, ELA 11 at 40%.
- Next Steps: Teachers will continue to focus on using data strategically from common benchmark during increased learning time before and after school. Teachers will continue to increase focus for EL's and SWD's by collaborating and creating intervention groups to close achievement gap through dedicated PLC time Wednesday mornings while using "Platinum Ticket" Lesson design. Teachers will be provided with released days for structure planning for target subgroups such as SWD and EL students. Students achieving proficiency mark will be recognized by LHS staff. Teachers will have continued support from Catapult with lesson development. Teachers will participate in learning walks to gain best practices and teaching strategies to improve lesson plan.

Results -8

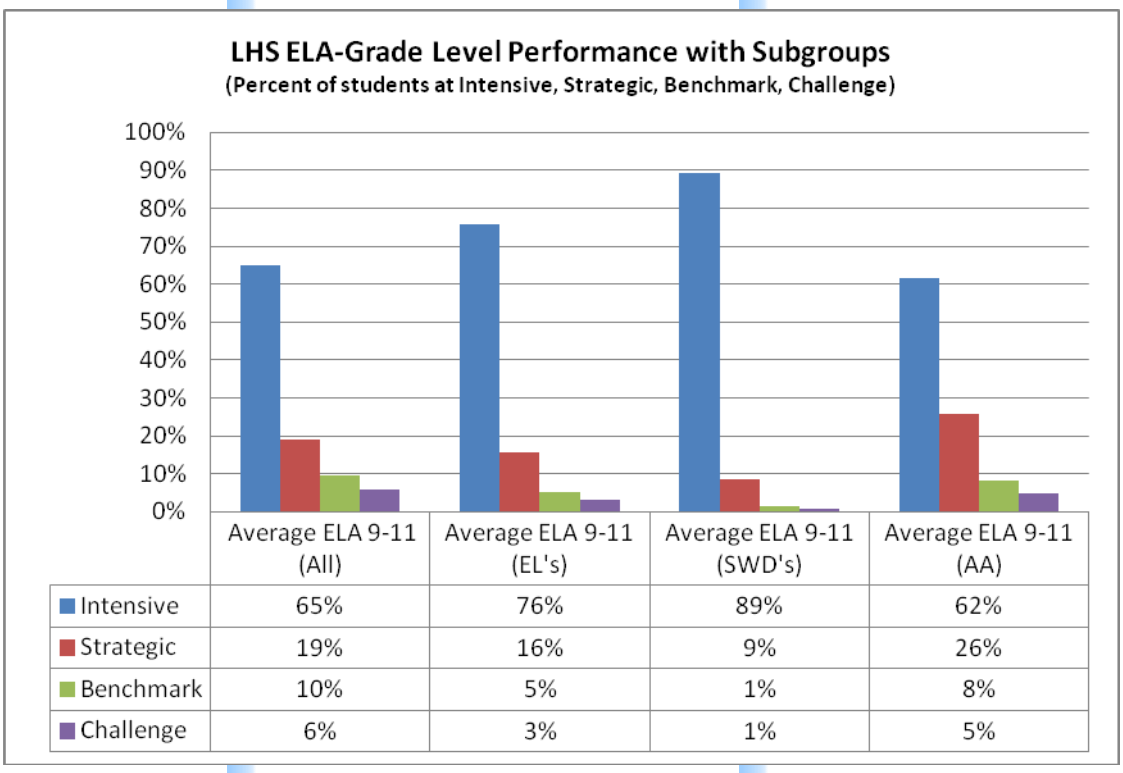
•AYP-Math with Subgroups (3 years of BM average)



	All	EL's	SWD's	AA
Math Average 2011-12	9%	10%	6%	11%
Math Average 2012-13	16%	13%	8%	14%
Math Average 2013-14	11%	6%	5%	8%
Math Overall Average	12%	10%	6%	11%

- Math Average has been the highest in 2012-13.
- There is a decrease of 5% from 2012-13 to 2013-14 for ALL students. As for subgroups, there is a decrease of 7% for EL's, 3% for SWD's, and 6% for AA's.
- LHS is short of 8% from combined average target for Algebra, Geometry, and Algebra II at 19%.
- Next Steps: Teachers will utilize PLC and SLC to plan and collaborate on best practices and having common teaching agreements for each benchmark unit. Teachers will continue to develop intervention groups with focus on EL's and SWD's through increased learning time before or after school. Students will be recognized for their achieving proficiency in any subject. Teachers will be provided with continued support from Catapult and Math Solutions to improve lesson development. Teachers will participate in learning walks to improve teaching strategies. Teachers will have released days for structured planning to align lesson plans in each subject.

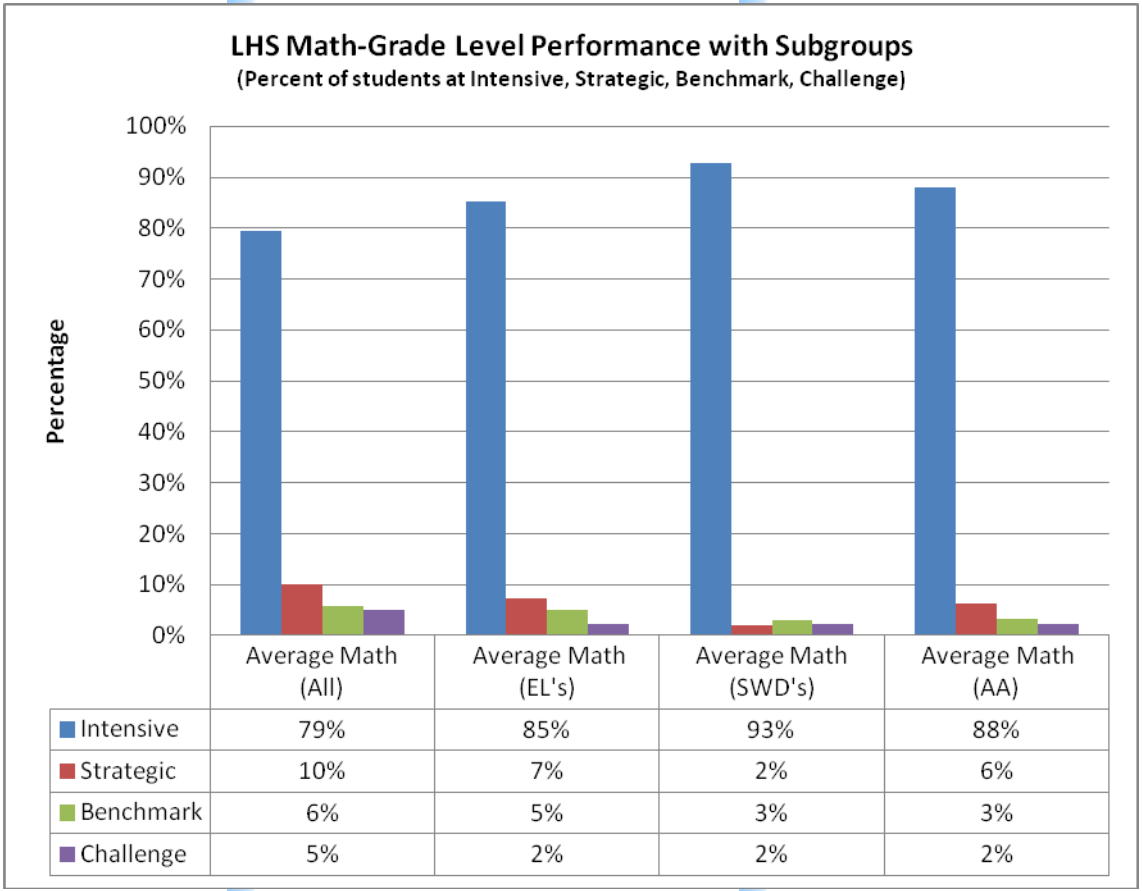
•**ELA-Grade Level Performance (ELA 9, 10, 11)**



	Average ELA 9-11 (All)	Average ELA 9-11 (EL's)	Average ELA 9-11 (SWD's)	Average ELA 9-11 (AA)
Intensive	65%	76%	89%	62%
Strategic	19%	16%	9%	26%
Benchmark	10%	5%	1%	8%
Challenge	6%	3%	1%	5%

- LHS has an average of 65% of students in Intensive, 19% in Strategic, 10% in Benchmark, and 6% in Challenge.
- For subgroup EL's there are 76% of students in Intensive, 16% in Strategic, 10% in Benchmark, and 6% in Challenge.
- For subgroup SWD's, there are 89% of students in Intensive, 9% in Strategic, 1% in Benchmark, and 1% in Challenge.
- For subgroups AA, there are 62% of students in Intensive, 26% in Strategic, 8% in Benchmark, and 5% in Challenge.
- Next Steps: Teachers will focus on Intensive and Strategic students by creating intervention groups where students' progress will be charted from one benchmark to the next. Teachers will create opportunities during increased learning time to focus on specific standards to the unit in which students have not achieved proficiency. Mini-assessments or checkpoints are created to assess students understanding on a weekly basis before the actual common benchmark to re-direct student needs, based on weekly results.

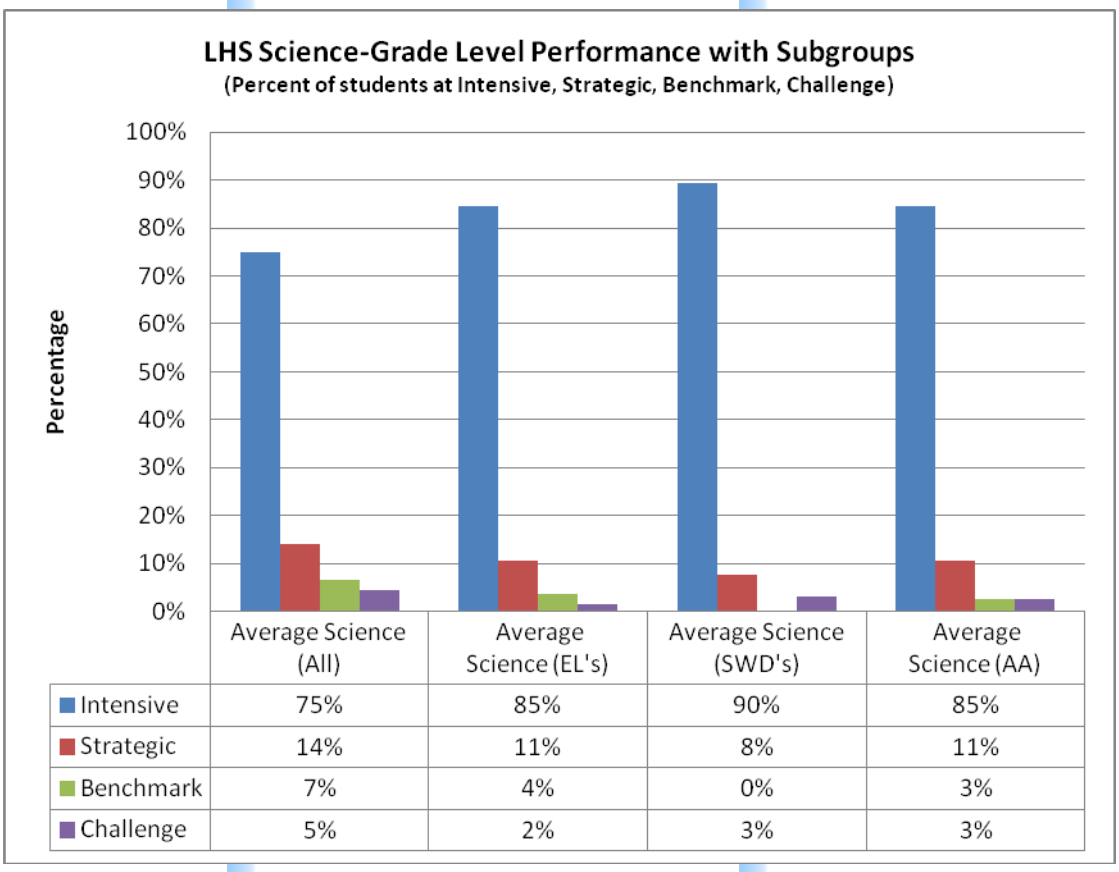
•**Math-Grade Level Performance (Algebra, Geometry, Algebra II)**



	Average Math (All)	Average Math (EL's)	Average Math (SWD's)	Average Math (AA)
Intensive	79%	85%	93%	88%
Strategic	10%	7%	2%	6%
Benchmark	6%	5%	3%	3%
Challenge	5%	2%	2%	2%

- LHS has an average of 79% of students in Intensive, 10% in Strategic, 6% in Benchmark, and 5% in Challenge.
- For subgroup EL's there are 85% of students in Intensive, 7% in Strategic, 5% in Benchmark, and 2% in Challenge.
- For subgroup SWD's, there are 93% of students in Intensive, 2% in Strategic, 3% in Benchmark, and 2% in Challenge.
- For subgroups AA, there are 88% of students in Intensive, 6% in Strategic, 3% in Benchmark, and 2% in Challenge.
- Next Steps: Teachers will implement and reinforce "Platinum Ticket" lesson design, create intervention groups for EL's and SWD's students, provide increased learning time specific to needs of each student, provide Saturday Math Academy for students recommended for extra support, use Math Manipulatives in the classroom. Teachers will also collaborate on best practices and having common teaching agreements to create a more consistent paradigm in all math classrooms.

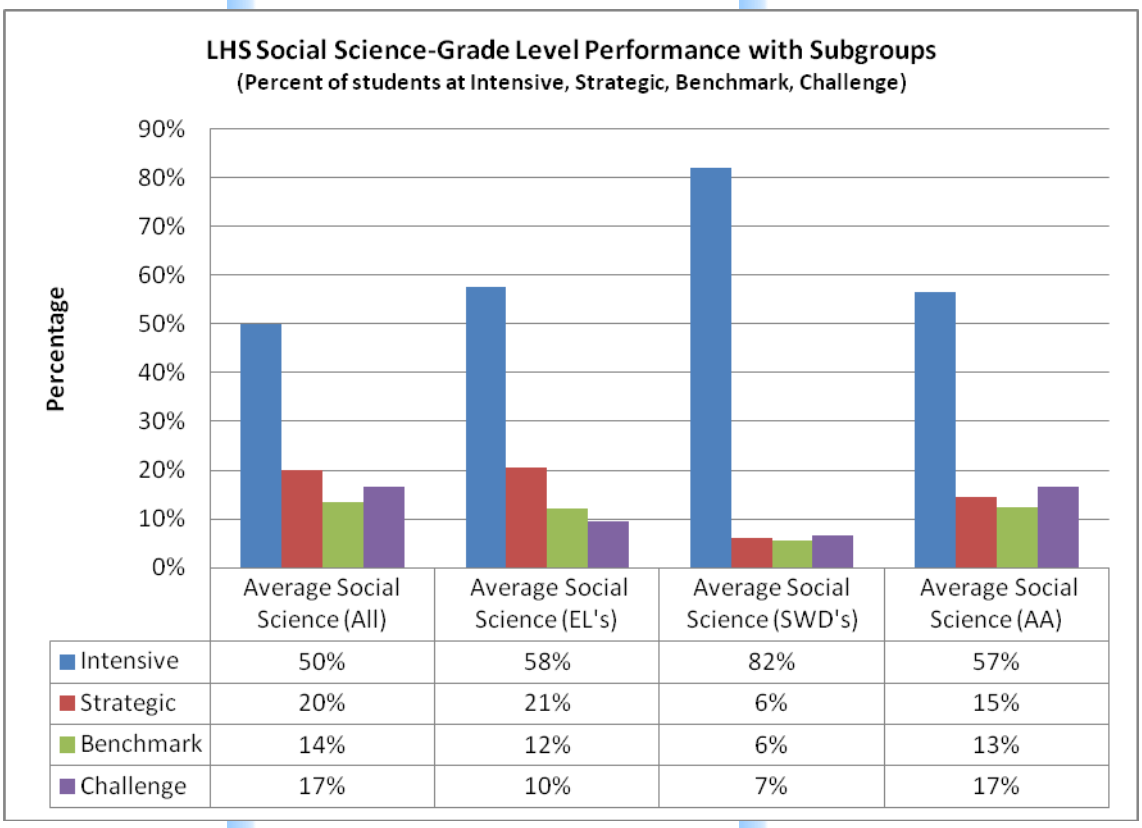
- **Science-Grade Level Performance (Chemistry, Biology)**



	Average Science (All)	Average Science (EL's)	Average Science (SWD's)	Average Science (AA)
Intensive	75%	85%	90%	85%
Strategic	14%	11%	8%	11%
Benchmark	7%	4%	0%	3%
Challenge	5%	2%	3%	3%

- LHS has an average of 75% of students in Intensive, 14% in Strategic, 7% in Benchmark, and 5% in Challenge.
- For subgroup EL's there are 85% of students in Intensive, 11% in Strategic, 4% in Benchmark, and 2% in Challenge.
- For subgroup SWD's, there are 90% of students in Intensive, 8% in Strategic, 0% in Benchmark, and 3% in Challenge.
- For subgroups AA, there are 85% of students in Intensive, 11% in Strategic, 3% in Benchmark, and 3% in Challenge.
- Next Steps: Teachers will implement and reinforce "Platinum Ticket" and Catapult lesson design. Teachers will collaborate during PLC and SLC to share best teaching practices that align with common unit benchmark. Extra support is provided with increased learning time before and after school, targeting students who are in the Intensive and Strategic category. There will also be extra emphasis on students who belong in the EL's and SWD's subgroups through the creation of intervention groups. Students will be recognized when achieving proficiency in any subject. Teachers will participate in learning walks to gain new understanding of teaching strategies from peer teachers. Teachers will be provided with release days for structured planning to improve and align lesson plans within the department.

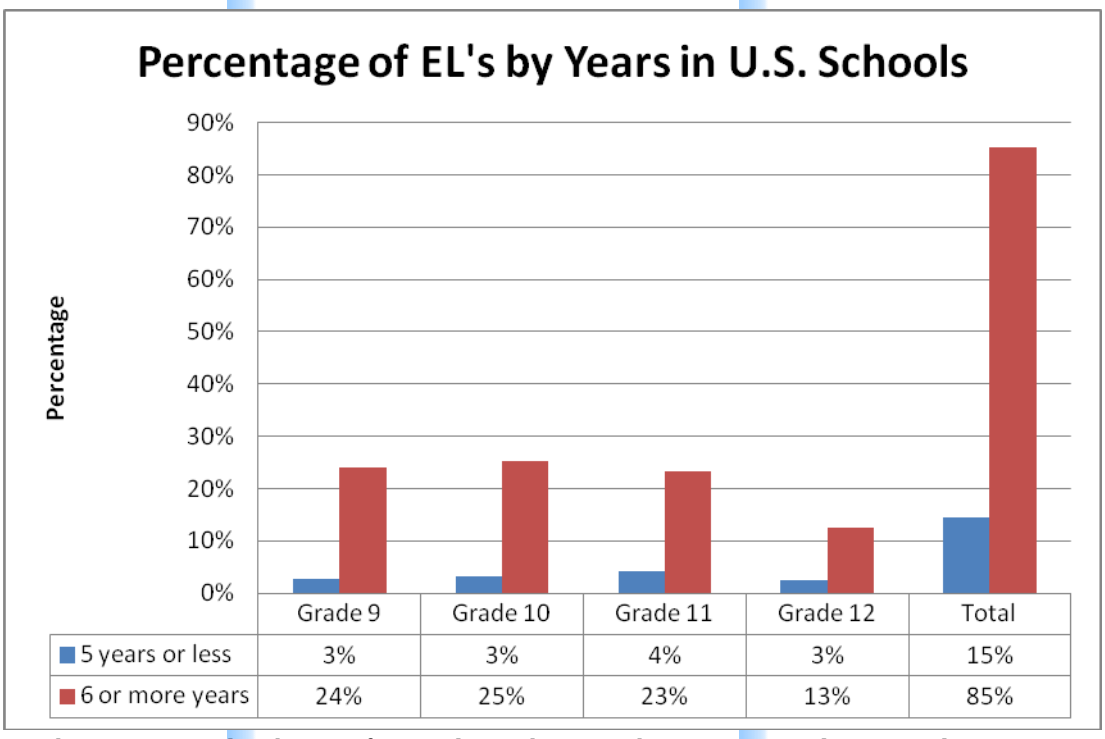
- **Social Science-Grade Level Performance (World History, US History)**



	Average Social Science (All)	Average Social Science (EL's)	Average Social Science (SWD's)	Average Social Science (AA)
Intensive	50%	58%	82%	57%
Strategic	20%	21%	6%	15%
Benchmark	14%	12%	6%	13%
Challenge	17%	10%	7%	17%

- LHS has an average of 50% of students in Intensive, 20% in Strategic, 14% in Benchmark, and 17% in Challenge.
- For subgroup EL's there are 58% of students in Intensive, 21% in Strategic, 12% in Benchmark, and 10% in Challenge.
- For subgroup SWD's, there are 82% of students in Intensive, 6% in Strategic, 6% in Benchmark, and 7% in Challenge.
- For subgroups AA, there are 57% of students in Intensive, 15% in Strategic, 13% in Benchmark, and 17% in Challenge.
- Next Steps: Teachers will implement and reinforce "Platinum Ticket" and Catapult lesson design. Teachers will share best practices and common strategies during PLC and SLC. Teachers will re-teach and re-assess specific standards based on each student's needs during increased learning time. Teachers create intervention groups to focus on EL's and SWD's students by monitoring students' progress from each benchmark. Students will be recognized for achieving proficiency in any subject. Teachers will be provided released days for structured planning to improve lesson design. Teachers will participate in learning walks to improve teaching strategies within the department.

- Percentage of EL's by years in US schools

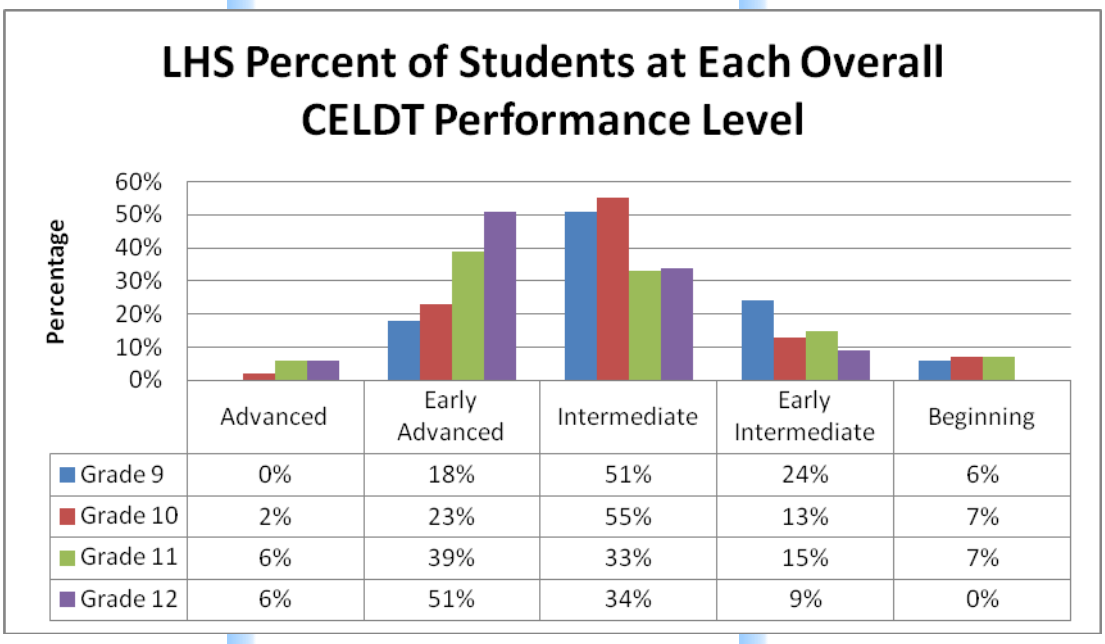


	Grade 9	Grade 10	Grade 11	Grade 12	Total
5 years or less	3%	3%	4%	3%	15%
6 or more years	24%	25%	23%	13%	85%

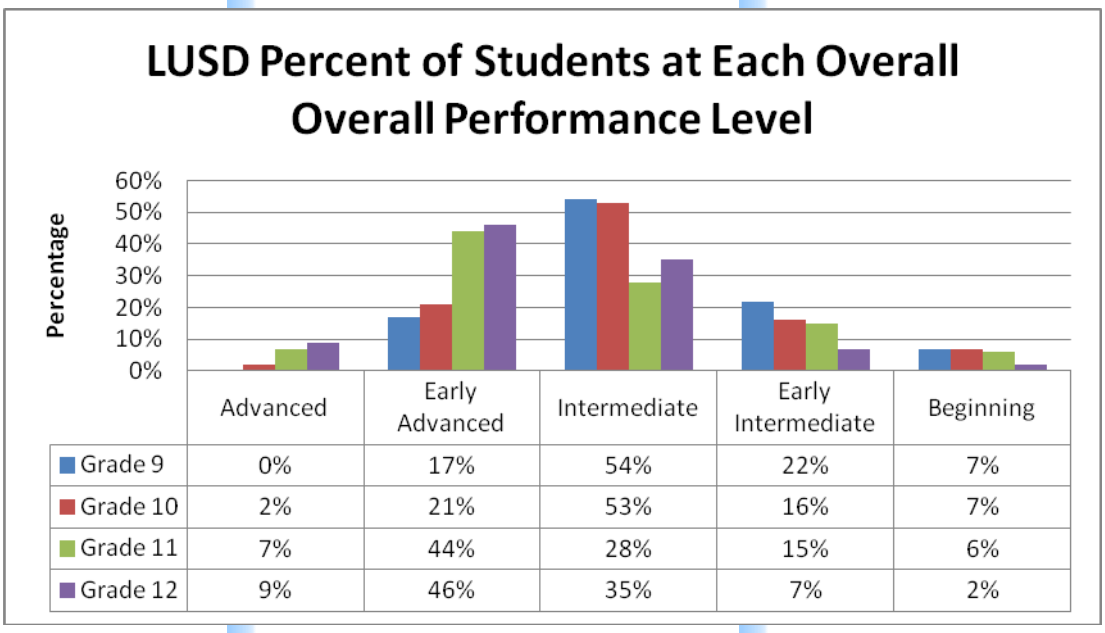
- There is an even distribution of EL students who are in the US 5 years or less in Grade 9-12.
- There are more EL students in Grade 9-11 who are enrolled in US school 6 or more years.
- There is approximately 10% difference of EL students who are enrolled in the US 6 or more years in Grade 12 than in Grade 9-11.
- Next Steps: LHS will decrease amount of EL students enrolled in US schools 6 or more years by 10% for each grade level.

Results +7

- **CELDT Levels**



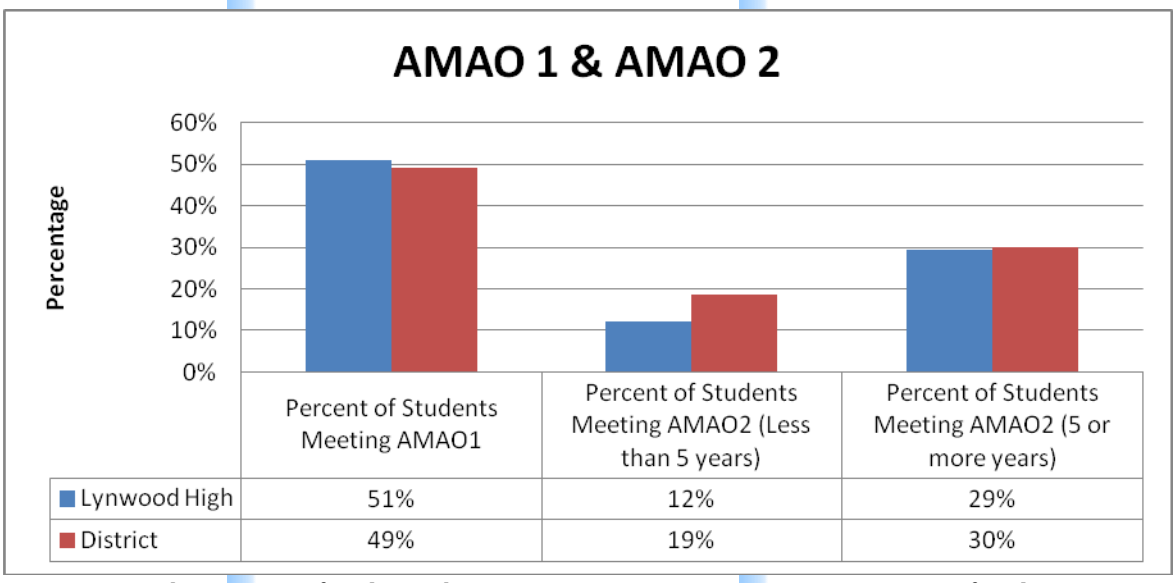
	Advanced	Early Advanced	Intermediate	Early Intermediate	Beginning
Grade 9	0%	18%	51%	24%	6%
Grade 10	2%	23%	55%	13%	7%
Grade 11	6%	39%	33%	15%	7%
Grade 12	6%	51%	34%	9%	0%



	Advanced	Early Advanced	Intermediate	Early Intermediate	Beginning
Grade 9	0%	17%	54%	22%	7%
Grade 10	2%	21%	53%	16%	7%
Grade 11	7%	44%	28%	15%	6%
Grade 12	9%	46%	35%	7%	2%

- The combined average of students placed in Advanced and Early Advanced from 2012-13 is 30%. The goal is 10% increase from students who are not Advanced or Early Advanced at 70%. The goal was to reach an average 37% of students placed in Advanced and Early Advanced in 2013-14, which LHS has met.
- There is an average of 4% students placed in Advanced, 33% students placed in Early Advanced, 43% students placed in Intermediate, 15% students placed in Early Intermediate, and 5% students placed in Beginning.
- There is a significant number of students placed in Intermediate than any other category.
- There are very few students placed in Advanced and Beginning.
- In comparison with the district data, LHS has a similar trend where there are more students placed in Intermediate and fewer students placed in Advanced and Beginning.
- Next Steps: LHS will target students in Intermediate since students in this category has the highest chance of placing 4's or 5's on the CELDT test, which will allow students to be reclassified. Students will be provided with increased learning time in ELD courses. Teachers will utilize PLC to improve lesson design.

- **AMAOs 1 & 2**



Results +6

- AMAO 1: There is 51% of students who met AMAO 1 at LHS in comparison to 49% of students who met AMAO1 at LUSD.
- AMAO 1 Goal from 2012-13 was 45%, which LHS has met in 2013-14 at 51%.

Results -8

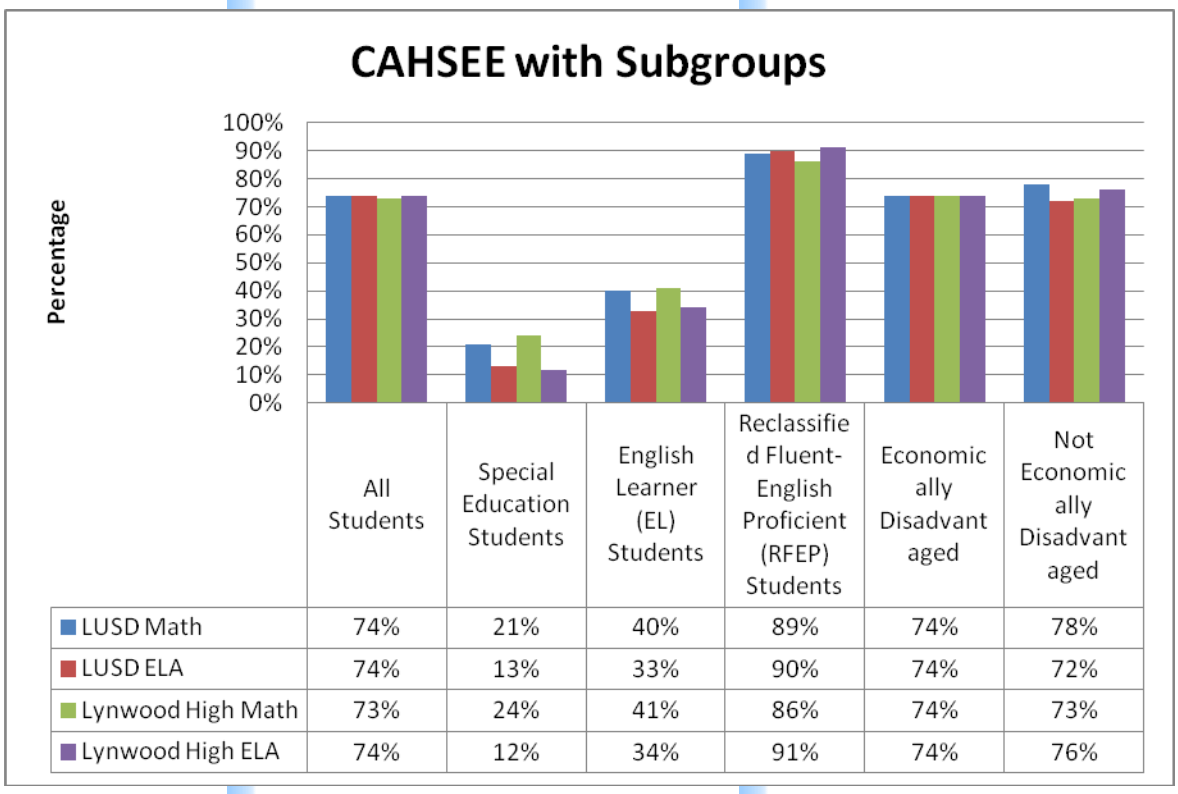
- AMAO 2 (Less than 5 years): There is 12% of students who met AMAO 2 at LHS in comparison to 19% of students who met AMAO 2 at LUSD.
- AMAO 2 Goal from 2012-13 was 20%, which LHS has not met in 2013-14 at 12%.

Results -5

- AMAO 2 (5 or more years): There is 29% of students who met AMAO 2 at LHS in comparison to 30% of students who met AMAO 2 at LUSD.
- AMAO 2 Goal from 2012-13 was 34%, which LHS has not met in 2013-14 at 29%.

- AMAO 3: frozen.
- Next Steps: Teachers will be trained on CELDT components as well as teaching strategies for EL students. Support classes will use 3D English as part of classroom instruction. Teachers will use strategies from CELDT training and integrate it into classroom with focus on EL students. Teachers will administer CELDT test along with Testing Assistant.

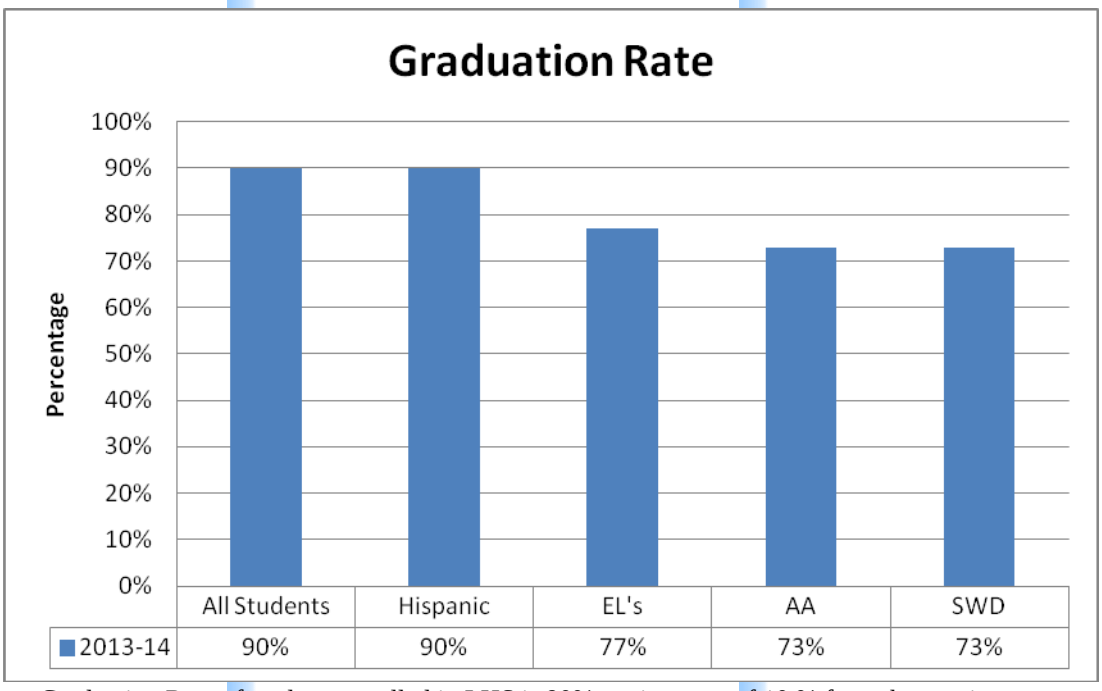
- **CAHSEE (with subgroups)**



	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
LUSD Math	74%	21%	40%	89%	74%	78%
LUSD ELA	74%	13%	33%	90%	74%	72%
Lynwood High Math	73%	24%	41%	86%	74%	73%
Lynwood High ELA	74%	12%	34%	91%	74%	76%

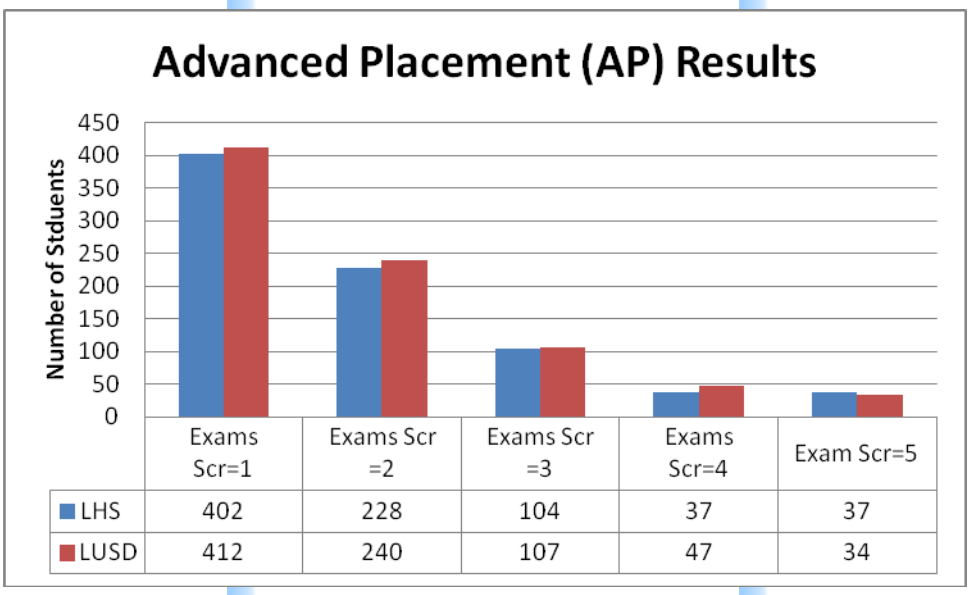
- Students who are classified as RFEP has the highest CAHSEE passing rate for both English and Math at 91% and 86% respectively.
- Students with the lowest passing rate are students enrolled in Special Education with the passing rate for both English and Math at 12% and 24% respectively.
- Students who also need extra focus are EL students who have an average passing rate for both English and Math at 34% and 41% respectively.
- In comparison with the district, LHS has a similar trend in all subgroups. Students in subgroups EL's and SWD's score higher in math than English both at school and district level.
- Next Steps: LHS will implement a program called CAHSEE Share to support students on Saturdays while using Shmoop in the classroom to prepare students for the CAHSEE Exam. Saturday Math Academy will also be utilized with LHS teachers to improve students' CAHSEE pass rate. Teachers will use CST like release questions to practice with students during class as warm ups. LHS will provide increased learning time for ELD support class with focus on CELDT 3 students. Teachers will be provided structure planning time to improve lesson design for students who need extra support with CAHSEE.

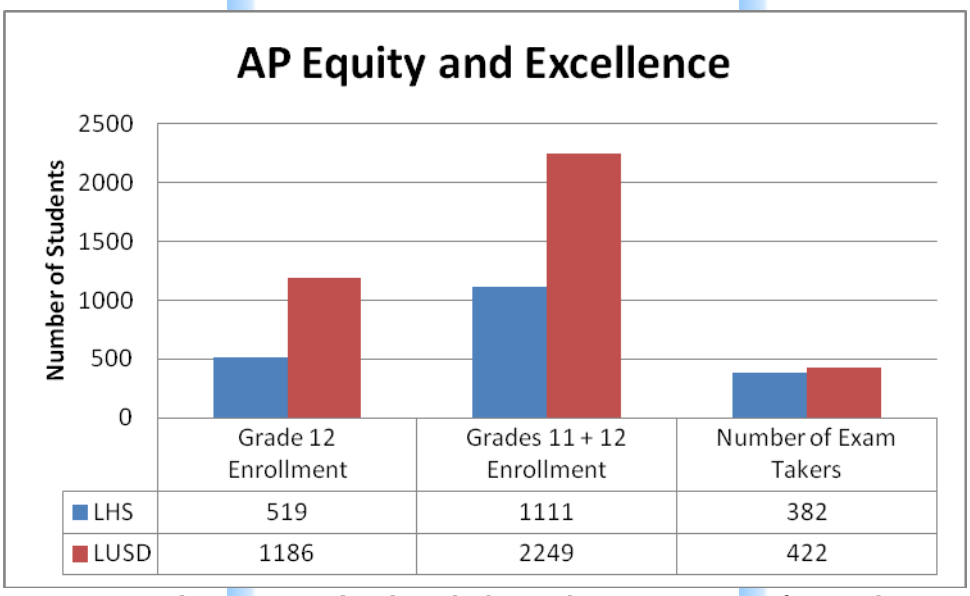
•Graduation Rate



•Graduation Rate of students enrolled in LHS is 90%, an increase of 10 % from the previous year.
•The subgroups with the highest graduation rate are Hispanic and EL's at 90% and 77% respectively.
•The subgroups with the lowest graduation rate are African American and SWD at 73%.
•Next Steps: Implementation and reinforcement of "Platinum Ticket" Lesson Design, develop intervention groups for focused subgroups in AA and SWD, provide after school tutoring. Counselors will create "intervention" groups of students who are in danger of failing to ensure that students are passing all classes and are taking A-G required classes. LHS will implement guidance alignment through EWISE checkpoints and utilize AERIES.net to improve communication with parents and students. LHS will provide credit recovery and APEX classes for students to make up credits.

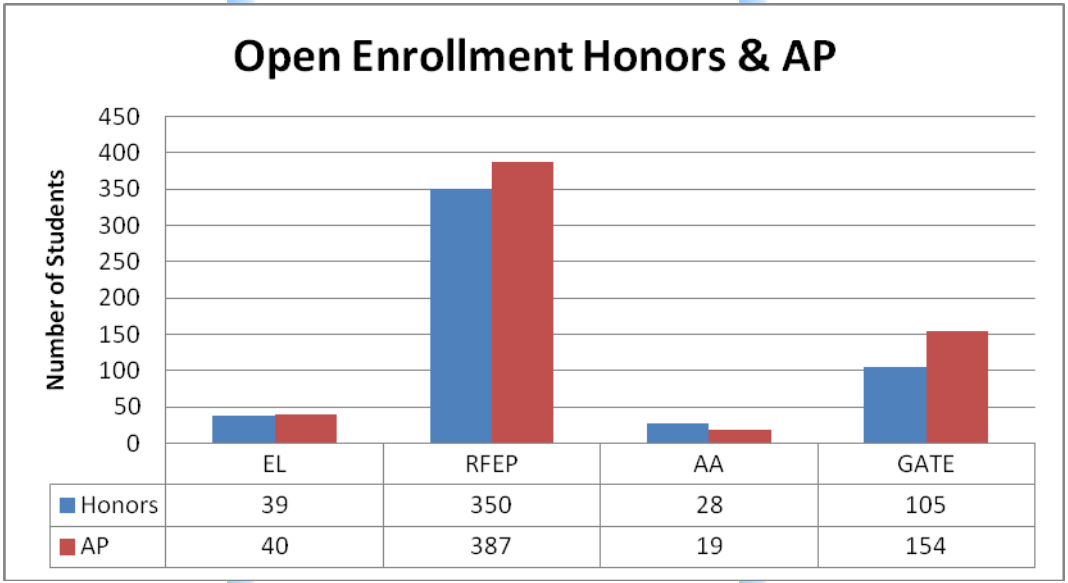
•Results of Advanced Placement Results (AP)



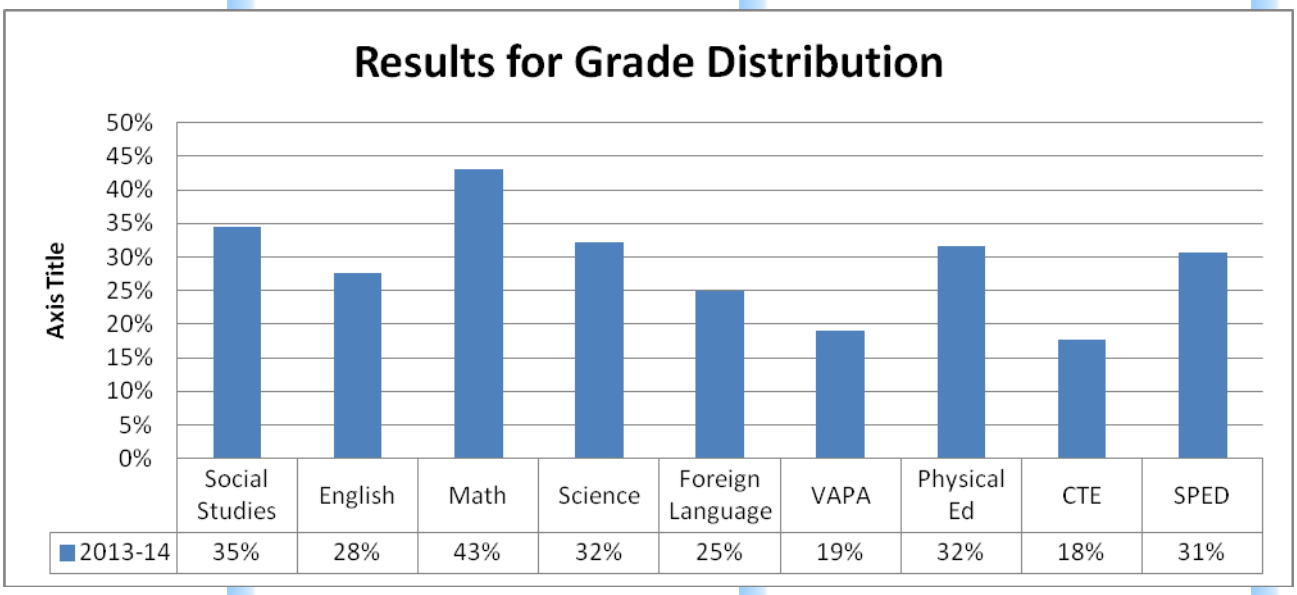


- Approximately 178 exams placed 3 or higher on the AP exam, 22% of exams that were taken.
- There was a total of 808 AP exams administered in 2012-13. Of those numbers, more than 600 exams did not score a 3 or higher, approximately 78%.
- Next Steps: Teachers will be trained on AP and Pre-AP strategies to support AP students in addition to "Platinum Ticket" and Catapult lesson strategies. Teachers will collaborate and create AP like benchmarks to assess student co-currently with regular benchmarks. There will also be an AP Bootcamp during the summer and AP Benchmarks to help prepare students to pass the AP exam. Teacher will provide increased learning time on Saturdays to prepare students for AP exam. All AP teachers will be trained with AP strategies to improve student achievement.

- Results of Open Enrollment for Honors, AP (with subgroups)



- Collectively, there is a higher amount of RFEP students enrolled in Honors and AP courses than any other subgroups.
- The subgroups with the least amount of students enrolled in Honors and AP courses are EL and AA students.
- Next Steps: Increase enrollment in Honors and AP courses at least 10% for all students in subgroups of EL and AA.



- Students enrolled in Math, Social Science, Science, Physical Education, and Special Education have the most D/F rate.
- Students enrolled in English, Foreign Language, VAPA, and CTE have the lowest D/F rate.
- Next Steps: Early intervention created by counselors to track students who are in danger of failing, implement Math Academy on Saturdays, After School tutoring, Credit Recovery and utilize parent conferences, Teleparent, and APEX. Teachers will use PLC time to plan strategies and common grading policy. There will be increased learning time to support EL and SWD students during 7th period. AERIES.net will be used to improve communication between parents, teachers, and students. Resource teachers will be available for collaboration with main stream teachers. Guidance Alignment will be provided through EWISE for early intervention.

- Results of Professional Development Training

There have been staff development trainings throughout the year starting with Principal Exchange, Catapult, AVID Summer Institute, CELDT Training, English 3-D, Schmoop, AERIES.net, OARS and AP and Pre-AP trainings. As a result of these training, teachers have been commonly practicing teaching strategies such as "Touching the Standard," "10/2," "Fun Fast Furious," and "Golden Ticket Lesson Plan Design" which significantly focus on "I Do, You Do, and We Do." Principal Exchange has provided extended trainings on the "Golden Ticket," which is now called the "Platinum Ticket." In the spring, Principal Exchange also provided training with writing alignment from K-12. As for AVID strategies, most teachers who have been trained in the summer are practicing the strategies with success. Counselor Trainings have been effective since LHS now has a system called EWISE to identify "at risk" students before students fail a class at the end of the quarter. English 3-D strategies have been used often in the classroom to support EL students. Schmoop has been used frequently by AP and Pre-AP students. Aeries.net are now fully implemented with every teacher being able to use these tools to take attendance and input grades while allowing parents to view student grades immediately. Teachers are using OARS proactively to gather data to reflect on student performance and progress every benchmark while creating intervention groups. AP and Pre-AP trainings are providing teachers with strategies and tools to teach higher achieving students more effectively. Teachers will be provided collaboration time during PLC to develop strategies and lesson plans. Also, through the SIG, LHS has instructional coaches in the 4 content areas. They provide continuous support such as providing teaching strategies and designing lesson plans to LHS's core teachers throughout the year. Teachers are also trained on morphing into the common core, with professional development gearing towards revising common assessment and teaching strategies. In addition, teachers are trained by CSU to implement writing strategies to improve student achievement on EAP exam. As for Math, teachers are trained with Math Solutions to improve student achievement specifically for Algebra.

- Results of Parent Involvement Activities

There will over 20 educational classes offered to parents to learn more about subjects relating to high school students success and achievement. These include workshops given by Project Impact, St. Francis, and College Board. Parents were involved in many activities this year: Parent Trainings, Avid Parent Night, Back to School, Cinco de Mayo, Campus Beautification, and volunteer hours.

- Parents will have the opportunity to take 10-20 educational classes to improve student success and achievement.
- Parents will participate in advisory committees including the SSC, ELAC, SAC, DAC, DELAC.
- Parents will continue to volunteer.

Parents are more involved this year than the prior year, especially their involvement with all assessment preparation. Educational classes and merits offer an incentive for parents to be more involved with the school. At meetings such as Parent Trainings, AVID Parent Night, Back to School, parents are more involved since it directly affects their child's academic concerns such as A-G requirement, financial aid, receiving merits and extra points to a class. There has also been a clearer communication between the parents, community liaison, instructional lead, assistant principal, and principal through using Aeries.net, Coffee with the Principal, Teleparent, flyers, and mail. Parents are continuing to learn about data and how the results show student achievement. Parents are starting to make actions through their understanding of

data in subjects they see that has low proficiency rate.

- Results of strategies and actions in SPSA

Through the implementation of a comprehensive, standards-based program, all students will meet or exceed the California State Standards. The LUSD uses standards-based, state approved programs at all grades levels. Staff development, support materials, personnel costs substitutes, extra assignments, taskforce, workshops, and equipment will be needed to support our goals.

- The school will have full implementation of the curriculum alignment process that began in the beginning of the school year. This action was fully implemented and followed through with reflections at each benchmark. Furthermore, coaches and administrators have been visiting classroom to ensure that curriculum alignment is being implemented in the classroom consistently with every department, particularly Math, English, Science, and History. In addition, parents have also be informed at the district and school level of the results of each benchmark, identifying subjects that need extra focus as well as subjects that are successful with proficiency achievement.
- Most teachers, including first year teachers, have attended the curriculum alignment institutes that focused on the development of academic language and instructional strategies to differentiate instruction for the various subgroups and levels within each core class. Overall, every teacher understands the pedagogy such as “Touching the Standard,” “10/2,” “Fun Fast Furious,” “Golden Ticket Lesson Plan Design, “ “I Do, You Do, We Do,” “Cornell Notes,” and “Interactive Notebooks,” “ELD with an Oral Twist.” Teachers are using most of these strategies especially there has been more emphasis on “interactive notebooks” and using Cornell notes in the classroom. Last year, Science and Social Science were introduced to Catapult Learning, a profession development consultant company that focuses on improving student achievement. In the summer, English and Math were trained with Catapult to help teachers develop new teaching strategies.
- Common standards and strategies are being fully implemented into classrooms to prepare for the launch of CCSS with ongoing professional development on curriculum alignment planning and teaching strategies.
- Data from the unit assessment will be analyzed to monitor the progress of all students along with students with particular subgroup. After every benchmark, teachers collect their data and create Form 1 to reflect during DRS with common subject/grade level. In the reflection meeting, teachers agree to common practices and strategies that are to be used in the classroom for the upcoming unit. The agreements are distributed to the entire school.
- Teachers will collaborate to plan to teach each unit by developing unit lessons and identifying common instructional strategies. Teachers usually create an average of 2-3 common agreements to use in the classroom consistently. These strategies are supported by coaches if needed or requested by teachers.

- Program Needs Assessment completed by Advisory Councils

After the presentation of data at the school council meetings, resources need to be focused to Math especially Algebra and EL students, specifically students placed in Intermediate on the CELDT Test. In terms of CAHSEE results, parents feel that there is a need to focus on EL and SWD students. In addition, parents would like to have more classes in technology, which teaches them how to type and create emails.

Parents are more involved this year in terms of volunteering, showing up to many events at the school such as Beautification Day and Cinco de Mayo. There are more education programs to educate parents on academic expectations and success. There is a program to help incoming students get acclimated to the campus called Summer Bridge. In addition to Summer Bridge, LHS has adopted to Link Crew to help connect students, with upper classmen mentoring lower classmen.

- Provide parent/family workshops such as resources from home to help students with homework, especially Math.
- Provide adult education opportunities and parenting classes such as Academic expectations, effective discipline, ELD designed classes to promote student academic success, and technology classes.
- Provide after school tutoring for students, similar to Homework with Friends.
- Provide materials in parent's home language such as school plan, mission, vision, ESLRs.
- Improve parent participation in school wide events.
- Focus on EL students placed in Intermediate on CEDLT exam.
- Focus on EL and SWD students CAHSEE, CST, PSAT, and AP exams.
- Focus on all students in Algebra and ELA 11.
- Classroom walk-through with administrators and teachers in Math classes, especially Algebra.
- Participate in Data Reflection Session, especially Math with extra focus on Algebra.

- Data from Walk Through/Implementation walk summaries

Administrators are doing more frequent walk through this year to ensure that standards from pacing guide are being implemented weekly. Using monitoring tools, administrators evaluate teachers on classroom practices trained by Principal Exchange as well as student work, classroom environment, student engagement, and agreed common practices to name a few. There is also emphasis on EL, AA, and SWD students by embedding support class for CORE access and Language Development. Administrators are checking for specific strategies, depending on the week and what was agreed amongst teachers during DRS. Besides administrator walk-through, teachers are also participating "learning walks." In these sessions, teachers observe best practices to give constructive feedback to peer teachers during reflective meeting after the walk through.

- Teachers are teaching lessons based on curriculum alignment on a weekly basis.
- Teachers are implementing the Platinum Ticket, Interactive Notebooks, Cornell notes, teaching strategies provided by Catapult and Principal Exchange.

Appendix 3

CALIFORNIA SAFE AND SUPPORTIVE SCHOOLS

School Climate Report Card—Spring 2014

District: Lynwood Unified
School: Lynwood High

Date Prepared: 18 Sep 2014

School Climate Index (SCI)

	2011	2012	2013	2014	Change
SCI Score	187	220	253	286	+99
SCI State Percentile	1	5	16	42	+41
SCI Similar Schools Percentile	3	10	30	63	+60