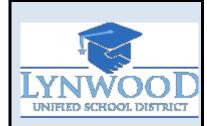# Mark Twain Elementary School

12315 Thorson Avenue • Lynwood, CA 90262 • (310) 603-1500 • Grades K-6
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http://marktwain.lynwood.k12.ca.us/

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Lynwood Unified School District
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District Governing Board

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Maria G. Lopez - Vice President

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Assistant Superintendent Educational Services

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Assistant Superintendent Human Resources

Gregory Fromm
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Principal's Message

We are very proud to announce that we have made incremental growth in English Language Arts and Mathematics on the California state test (SBAC 2019). Our growth signifies our journey on the path of continuous improvement. Teachers, students, parents, and I are excited to begin and continue the school year with such great momentum of success!

As we continue our mission of getting our students to become college and career ready, we are focusing on student data to make decisions in lesson design, strategies, and shared best practices .Teachers continue to hold collaborative discussions during grade level planning, guided planning and data reflections. During classroom observations, I will be monitoring and evaluating instruction to ensure that we are committed to providing the best education to all our students in a safe, caring, nurturing environment.

This school year, we will continue our focus on the Growth Mindset. A person or student with a growth mindset embrace challenges, give their best effort, learn from feedback, become inspired by other's people's successes, and believe their intelligence can change if they work hard. At Mark Twain, we focus on the process of effort. Students are reminded to never give up and always do their best. In relation to the District Common Assessment, our 1st-6th grade students create goals which creates a plan and vision for their success. Students are reminded that our brain acts like a muscle-the more we use it, the stronger and smarter our brain becomes.

We must prepare our students with the technological skills relevant to the 21st century. This school year, we are excited for the addition of two additional chromebook carts. We are proud to be the elementary school with meeting the goal of student to chromebook ratio of 1:1. In terms of instruction, teachers are integrating technology in their lessons and classroom activities. Students are using Edge,Kahoot, Newsela, Spelling City, and other programs to support our students instructional needs. Our teachers are receiving continuous professional development in using technology to augment and supplement their lesson delivery and reinforcement of key skills/concepts.

In terms of the California Common Core Standards, it is our goal to achieve incremental growth over the upcoming District Unit assessments. Beginning with the Unit 1 District Benchmark test, parents receive a progress report. Please keep in mind that this is one indicator of out student's overall academic progress.

During Back to School Night, parents will be provided the opportunity to visit the classroom and meet their child's teacher. Teachers will review academic/behavior expectations, goals, and procedures for the new school year.

During parent conferences, parents will have the opportunity to speak with their child's teacher regarding academic and socio-emotional learning.

Parent conference are a great opportunity to discuss and develops short/long term goals to improve and augment our student;s academic success. As a suggestion, we invite parents to come prepared with written questions and concerns to address the needs of their child. Research shows that parent involvement is vital to student;s academic success.

As Principal, I am not only committed to striving for academic success but I firmly believe in having expanded enrichment opportunities to foster motivation, self-esteem and a passion for life-long learning.

Sincerely,

Edward Espino, M.Ed., M.S

Principal

District Mission

- The mission of Lynwood Unified School District, the cultivator of innovative thinkers, is to ensure each student fearlessly achieves his or her highest academic and personal aspirations while contributing to the greater society through a unique system distinguished by: people of great character who inspire and lead by example the instilling of courage to be creative the transformative uses of technology safe and clean environments the honoring of all voices of our community.

School Mission:

The mission of Mark Twain Elementary School is aligned to the mission statement of Lynwood Unified School District. In 2011, LUSD formed a strategic team composed of parents, teachers, alumnae, administrators and city representatives. The mission of Mark Twain Elementary School is that every student matriculating will have all the prerequisite/foundational skills needed to successfully meet all the academic expectations set for them in middle school, high school, and beyond.

Supporting this mission are the following actions:
- Provide a rigorous, standards based curriculum to every student enrolled at Mark Twain
- Provide families with educational opportunities that ensure their ability to assist students toward advanced achievement on standards based testing
- Use our resources in a fiscally and environmentally responsible manner which promotes, encourages and supports student achievement
- Continue improving our teaching skills through professional development and colllaborative sharing and planning.

Major Achievements
- In 2012, Mark Twain Elementary School met 16 out of 17 criteria for Adequate Yearly Progress (AYP) required by the federal No Child Left Behind legislation. The school gained 21 Academic Performance Index (API) points.
- Our teachers meet weekly in professional learning communities to establish goals, develop interim assessments for our unit standards, and discuss ways in which to support students not meeting goals. They share research-based strategies, best practices, look at student work, and plan instruction for future learning.
- During our Data Reflection meetings, teachers analyze district data to meet district proficiency target goals in English language arts and mathematics. The data is separated into individual student performance and subgroups to identify struggling students and create interventions. For those students meeting the goals, teachers discuss enrichment opportunities and differentiation to support student learning.
- In 2013-2014, the Mark Twain PTO was established to support extracurricular and enrichment opportunities. The PTO enabled our students to participate in a Music and Art Enrichment program. Students learned basic keyboarding, drawing and drum line. We were excited to have our first Visual Performance Arts after school enrichment program.

In 2014-2015, in collaboration with Monik's Dance Studio, we offered an after school dance class focusing on a variety of multicultural dances.

in 2015-2016, with the support of PTO, we will be having our first guitar lessons class.
- In our continued focus on students safety, we have implemented our first Student Safety Patrol. In addition to our campus monitors and teachers, during recess, our students have the opportunity to help monitor the playground and areas of needed supervision.
- In promoting our Districts' mission of preparing our students to become college and career ready, we had various activities such as college t-shirt day, "Dress for Success", and "Open your door to college", door decorating contest.
- To prepare our students for the SBAC(state test) and college-career, in addition to our existing desktop computer lab, we are proud to have opened a grade 2-3 and 4-6 Chromebook computer lab. Students have the opportunity to conduct research, type reports, practice keyboarding skills, utilize supplemental educational applications/programs and practice state test item questions.
- We were proud to announce that Mark Twain Elementary has been validated and certified as a California Gold Ribbon School 2016 & Title I Achievement School. Mark Twain Elementary School successfully completed the California Gold Ribbon Schools

Program application process and was recognized as one of the 772 California Gold Ribbon Schools for 2016. The award reflects our school's success in creating a positive learning atmosphere for our students. Our success is a direct result of our dedicated, creative, and talented staff, students, parents, and our supportive school community.

- In October 2017, to ensure student safety, we opened our morning drop-off zone to help alleviate the traffic congestion. Our school safety patrol, led by students, provides assistance in guiding traffic and welcoming students and parents.
- In December 2018, we are excited to have our new Air Conditioning/Heater system in the cafeteria so that our students are comfortable during hot and cold school days.
- In November 2017, to strengthen the safety of the campus, our school has installed new fencing throughout the perimeter of the campus.
- Each school year, the school is investing in technology. In addition to the chrome book carts provided by the District, for the past two school years, we continue to purchase additional two chromebook carts. We are proud to share that Mark Twain Elementary School has the most chromebooks of all the LUSD elementary schools.
- Each class has a chromebook cart. All students have access to a chromebook during the instructional day.
- We continue to focus on Positive Behavior Intervention Supports to address the socio-emotional learning of our students.

Focus for Improvement
- We will continue with school-wide focus of implementing LUSD "Platinum Ticket", a standards aligned monitoring tool used to guide instruction.
- As a vehicle to collaboration, our teachers will continue to meet during grade level planning and Guided planning so they can share ideas, resources, and best practices.
- We will continue to implement English Language Development (ELD)/Academic Language Development instruction for our English Learners and non-English learner populations. Our goal is aligned with the District English Learner master plan to re-designate our English Learner students by the fifth grade.
- School-wide we will focus on writing. Students will have the opportunity to write in every subject area in preparation for the Common Core standards. Common Core is a set of standards developed by the federal government in the hopes of unifying education standards nationwide.
- In Language arts, we will focus on reading comprehension. Our goal is to have every student being able to read by 3rd grade. In mathematics, we will focus on problem-solving. School-wide, we will focus on basic arithmetic such as addition, subtraction, multiplication, and division facts. We want students to develop foundational basic mathematical skills as they progress through the grade levels.
- To promote good character and promote positive-decision making, we will continue our focus on a character education. The Six Pillars of Character program helps students understand the importance of character as it relates to a successful life and career. Students earn "Comet Tickets" and they are rewarded during our weekly Friday morning assembly. Students have the opportunity to earn Comet Tickets where they can purchase prizes in the PBIS store. In alignment with the District LCAP goals and school character focus, we will be continuing of implementing Positive Behavior Intervention Systems (P.B.I.S.).
- In the coming year, Mark Twain is committed to increasing parental involvement in school-related activities. Every month, the Principal holds a parent meeting, "Coffee with the Principal" to provide parents an update of school activities and give parents the opportunity to ask questions and voice their concerns.
- To support the home school connection, the Principal has facilitated communication via Class Dojo and Aeries Connect.
- We will reach out to local businesses to create partnerships with local businesses.
- In January 2018, we are piloting a Response to Intervention program (RTI), "Read Naturally Encore" to strategically target those students in grades 3-6th who are below grade level in reading fluency and comprehension. Our RTI pilot program is being used as support to the core curriculum

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	108
Grade 1	79
Grade 2	88
Grade 3	85
Grade 4	93
Grade 5	90
Grade 6	85
Total Enrollment	628

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.5
American Indian or Alaska Native	0.2
Hispanic or Latino	91.9
Native Hawaiian or Pacific Islander	0.2
White	1.1
Two or More Races	0.2
Socioeconomically Disadvantaged	95.1
English Learners	29.8
Students with Disabilities	8
Foster Youth	1.6
Homeless	2.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Mark Twain	17-18	18-19	19-20
With Full Credential	27	27	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lynwood Unified	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Mark Twain Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials
Year and month in which data were collected: 12/2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt Big Day for Pre-K Teaching Guide, 2015 Houghton Mifflin Harcourt Journeys CA Student Edition Set K, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Set Grade 1, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 2, Volume 1 & 2, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 3, Volume 1 & 2, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 4 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 5 SRA McGraw Hill StudySync Student Edition Grade 6 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
Mathematics	Houghton Mifflin Harcourt California Go Math, 2015 Grades K-6 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
Science	MacMillan McGraw Hill CA Science 2008 (K-6) **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
History-Social Science	Scott Foresman History-Social Science for CA Social Studies 2006 Gr K-5 Holt, Rinehart & Winston World History-Ancient Civilizations Social Studies, 2006 Gr 6 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The facilities at Mark Twain were first built in 1950 with the newer buildings constructed in 2006. The custodial staff and maintenance department work together to ensure that the grounds are well maintained and kept clean, safe and functioning properly for students, staff and parents. The restrooms are clean and in good working order with major renovations being installed thanks to Measure K in 2012-13. Solar power structures were built on site, new campus drop off area will be completed by February 2016, flooring replacements are scheduled for classrooms as well as the multipurpose area in the summer of 2016 as well as installing new fencing around the campus.

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

In 2006, two new buildings were added to our campus which now house second through sixth grade students. Each building holds two large restrooms added to the three restrooms that were built in 1950.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/23/2015

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good Poor	Wall tiles are missing on several classrooms and stained ceiling tiles. Missing wall tiles replaced and stained ceiling tiles replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good Poor	Light fixture tubes not working in classrooms and light switch cover missing. Light fixtures repaired and tubes replaced. Light switch cover replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good Poor	Main entry doors to new building do not work correctly. Doors access control locking system repaired.
Overall Rating	**Good** **Fair**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	39	44	35	38	50	50
Math	33	33	24	26	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	23.5	14.1	23.5

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	349	346	99.14	43.93
Male	177	175	98.87	39.43
Female	172	171	99.42	48.54
Black or African American	26	25	96.15	36.00
Hispanic or Latino	316	314	99.37	44.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	332	329	99.10	43.77
English Learners	174	172	98.85	31.40
Students with Disabilities	33	31	93.94	9.68
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	349	347	99.43	33.43
Male	177	175	98.87	36.57
Female	172	172	100.00	30.23
Black or African American	26	25	96.15	24.00
Hispanic or Latino	316	315	99.68	34.60
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	332	330	99.40	33.94
English Learners	174	173	99.43	21.39
Students with Disabilities	33	31	93.94	6.45
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Parents and the community are very supportive of the educational programs at Mark Twain Elementary. We actively pursue volunteers in the classroom as well as in support of programs outside the school day. In addition to being active in our Parent Teacher Organization, parents also volunteer time in the student store and at school events and fundraisers.

The school offers parent training courses through Family Math and/or Literacy Day for those interested in a more hands-on approach to their child's education. District office and local non-profit and community based organizations also offer parent education classes.

Mark Twain Elementary School employs a Community Liaison to perform outreach to the community and parents. We hold regular parenting classes as well as events throughout the year such as Open House, Back-to- School Night, parent conferences, and student competitions and performances. We keep parents informed of upcoming events and school activities through handouts, Class Dojo (App), bi- monthly grade level newsletters, school website, and the automatic dialer telephone system.

The Principal and Community Liaison will continue to hold its annual Parent Volunteer informational meeting in October to recruit prospective parent volunteers in the classroom and for PTO fundraiser activities. We welcome and encourage all parents to volunteer at their child's school.

The School Site Council (SSC) an the English Learners Advisory Council (ELAC) are parent and student involvement committees. Our school also hosts Coffee with the Principal ("Cafecito con el Director) on a monthly basis. Our contact person is Tiffany Lopez who can be reached at (310) 603-1500.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan
Safety of students and staff is a primary concern of Mark Twain Elementary. Administrators and teachers regularly monitor the campus both within and outside the fenced areas. Students are supervised at all times, with additional staff overseeing safety during lunch, breaks, before and after school. Kindergarten students are released only to their parents or caregivers.

The school welcomes parents and community members to visit the campus. Anyone wishing to be on school grounds during operating hours must notify the school front office ahead of time. All visitors must sign in at the office and wear identification badges throughout the duration of their stay.

The school safety plan is revised every spring by the School Site Council: revisions are shared immediately with all members of the staff. Students are made aware of the safety plan during school assemblies. The key elements outlined within the plan include: 1) child abuse reporting procedures; 2) teacher notification of dangerous pupils procedures; 3) disaster response procedures; 4) procedures for safe entrance and exit from school; 5) sexual harassment policy: 6) suspension and expulsion policies; 7) dress code; 8) discipline policies. The plan underwent its last revision in March 2019. The next revision will be completed by March 2020. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

In preparation for an emergency, each classroom has a earthquake preparedness kit.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.4	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.5	3.3	3.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	1	4		24	1	3		22	2	3	
1	26		3		23		4		26		3	
2	25		3		24		3		25		3	
3	26		4		25		4		24		4	
4	30		3		30		3		31		3	
5	29		3		29		3		30		3	
6	33			3	28		3		28		3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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

- In building teacher capacity, the Mark Twain teacher " Think Tank" will be implemented as a vehicle to providing professional development that increases student academic achievement. During staff meetings, grade levels will share best practices and strategies through staff development presentation. Teachers will have the opportunity to share best practices that may be adjusted and adapted to their respective grade level. In terms of lesson design, teachers will share and create lessons that promote student collaboration through hand-on learning and discussions. Our goal is to promote the vertical and horizontal articulation of the state standards through shared effective lessons and strategies that may be mirrored in all classrooms.
- Guided planning (teachers focus and collaborate on lesson design in support of a specific grade level common core standard).
- Curriculum Alignment Institutes
- Continuous District Go Math, Guided Math, and Thinking Maps training for all grade levels
- Researched based professional development that supports students' needs and based on student data
- Instructional and District Coach Training
- Data Reflections occur after each District unit benchmark. Teachers dis-aggregate the data by subgroups and discuss instructional strategies to promote student growth and proficiency.
- Site Administrative Training and Coaching
- Summer Strategies Training and Practicum (with ELD/Academic Language Development for English Learners) outlined throughout the year
- Professional development for teachers & administrators on Culturally & Linguistically Responsive Teaching
- To support our ELD program, one teacher and parent will be attending CABE and will share the information during a staff-parent meeting.

The district has also implemented a monitoring system to ensure the effectiveness of professional development for our staff. The monitoring system includes follow up sessions and site visits from district professional development facilitators. Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,555	$51,374
Mid-Range Teacher Salary	$81,123	$80,151
Highest Teacher Salary	$94,480	$100,143
Average Principal Salary (ES)	$114,587	$126,896
Average Principal Salary (MS)	$116,221	$133,668
Average Principal Salary (HS)	$129,242	$143,746
Superintendent Salary	$225,000	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5694	520	5174	79334.2
District	N/A	N/A	5413	$79,588.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.5	1.7
School Site/ State	-23.8	1.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

The Lynwood Unified School District is committed to academic excellence by providing the best possible learning opportunities for all students. Our district provides a wide variety of academic programs and socio-emotional services for students to reach their academic goals. Some of the programs and services provided for students in Lynwood Unified School District include:

- Title I
- Migrant Education
- SES Tutoring
- Title III - Interventions
- LCAP
- Language Proficiency Testing (CELDT)
- AVID
- Special Education Services
- Resources for Foster Youth and Homeless Students
- Common Assessment Data Compilation
- Socio-emotional and Mental Health Counseling and Resources
- Resources for Pregnant and Parenting Teens
- Positive Behavior and Support (PBIS)
- Assistance with Health Insurance Enrollment
- Afterschool Programs
- Academic Fieldtrips

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.