



Thurgood Marshall Elementary School

3593 Martin Luther King Blvd. • Lynwood, CA 90262 • (310) 886-5900 • Grades K-5

Deette Clay, Principal

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

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



Lynwood Unified School District

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

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

District Governing Board

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Maria G. Lopez - Vice President

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Superintendent

Shawna Dinkins Ed.D
**Assistant Superintendent
Educational Services**

Nancy Hipolito
**Assistant Superintendent
Human Resources**

Gregory Fromm
Chief Business Official

School Description

Hello Marshall Family,

Over the years, I have met many of you and look forward to continue building a strong relationship in the upcoming year. This year all of our teachers are focused on developing positive relationship skills with all students. We will be working hard to create an environment where students will be able to feel safe, learn from their mistakes, and take risks to increase their opportunity for academic success. We also want all of our students to become enthusiastic readers. All of our students visit the library and dedicate time to make a good book choice. We ask that families make a reading a priority at home in order to grow vocabulary and comprehension skills. We need your support and involvement in helping make 2019-2020 a successful and fulfilling school year for your child!

We believe that all students are R.O.C.K. Stars. (Responsible, Optimistic, Cooperative, Kind and Scholarly).

Schoolwide Learner Outcomes:

*****Marshall Student's R.O.C.K.S

R- Responsible

O- Optimistic

C-Cooperative

K- Kind

S- Scholarly

Our school offers a rigorous academic curriculum for all students. We are K-5 school that also includes a half day preschool and a full day Transitional Kindergarten class. Teachers, students, staff work together in providing quality education by setting high expectations and goal-setting to prepare our students for their life-long educational and career goals. Thurgood Marshall Elementary School takes great pride in our students and the community that we serve.

Thank you in advance,
Ms. Clay, Principal

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	110
Grade 1	105
Grade 2	93
Grade 3	121
Grade 4	99
Grade 5	94
Grade 6	3
Total Enrollment	625

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.5
Filipino	0.2
Hispanic or Latino	96.2
White	0.2
Socioeconomically Disadvantaged	96.6
English Learners	37.3
Students with Disabilities	6.6
Foster Youth	0.5
Homeless	1.3

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 Thurgood Marshall	17-18	18-19	19-20
With Full Credential	26	26	25
Without Full Credential	1	1	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 Thurgood Marshall 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)

Thurgood Marshall Elementary School was built in 2007. Our custodial staff and maintenance personnel take great pride in maintaining our school facilities, classrooms, restrooms, and school grounds. In 2012 Marshall received a new playground for students to enjoy.

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: 11/04/2015

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good Poor	
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	
Overall Rating	Exemplary Good	

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	41	49	35	38	50	50
Math	34	42	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	17.4	19.6	7.6

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	305	302	99.02	48.68
Male	154	153	99.35	48.37
Female	151	149	98.68	48.99
Black or African American	12	12	100.00	25.00
Filipino	--	--	--	--
Hispanic or Latino	292	289	98.97	49.48
Socioeconomically Disadvantaged	297	295	99.33	48.47
English Learners	188	185	98.40	41.62
Students with Disabilities	31	31	100.00	25.81
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	305	304	99.67	41.78
Male	154	153	99.35	49.67
Female	151	151	100.00	33.77
Black or African American	12	12	100.00	41.67
Filipino	--	--	--	--
Hispanic or Latino	292	291	99.66	41.58
Socioeconomically Disadvantaged	297	296	99.66	41.55
English Learners	188	187	99.47	34.22
Students with Disabilities	31	31	100.00	25.81
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)

Thurgood Marshall Elementary School makes it a priority to involve our parents in their children's education. We believe that parents are an important part of our school's success. Thurgood Marshall is dedicated to working collaboratively with parents and the surrounding community to bring about student success. We strongly believe that success is the result of the entire school community working collaboratively to help facilitate student achievement.

This year we started a parent volunteer program that allows our parents to volunteer as a campus monitor and a classroom assistant. Parents participated in a one-day training. This program allows our parents and teachers to learn and work together for our goal: student success.

Various parent classes are offered at Thurgood Marshall. We also hold an ESL Class for our community parents. This class is held twice a week.

Marshall has two parent councils; School Site Council (SSC) and English Learner Advisory Council (ELAC). During the meetings, parents and community members are updated on our academic programs as well as receive mini-training's on how to help their child at home in ELA and Math. Parents voice their concerns and give input as it relates to the success of our student's in meeting their academic goals. Parents are also encouraged to volunteer and on many occasions are asked to help in and outside of the classrooms.

We also have a Parent- Teacher Organization (PTO) that gives parents that opportunity to fund raise and coordinate student based school activities. Despite it's size, our Parent Center offers the use of two computers, printer and relevant school and community parent information. At Marshall, we value parent involvement and encourage all parents to volunteer in and out of the classroom.

Communication in English and Spanish is given to parents and the community via Aeries communication, monthly calendars, newsletters, flyers, and school website. Please stay connected with us and follow us on Facebook (@LynwoodMarshallElementary) and Instagram (@Thurgood Marshall Elementary)

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

Thurgood Marshall Elementary School provides a safe, clean environment for all stakeholders. A school wide Code of Conduct and classroom expectations are in place that promote respect, cooperation, courtesy, and acceptance of others. Thurgood Marshall Elementary School is a closed campus. However, parents and community members are welcomed to visit our school. All visitors must sign- in at the front office and wear identification badges while on school grounds. During recess, lunch, breaks and before school, campus monitors, teachers, and administration monitor the campus to ensure student safety. At the end of the school day, teachers escort students to designated pick-up areas for dismissal.

We have developed a Safety Committee that annually reviews our Safety Plan. This Safety Plan is revised annually or as necessary to ensure it contains current information needed to maintain the safety of all students, staff members, parents and community members on campus. We will continue to have review training that address school-wide Active Shooter, fire drill and earthquake drills provided by our local sheriff station and school personnel. Every teacher has an emergency kit that contains medical supplies and water. This kit also contains a tarp and a portable toilet.

Thurgood Marshall Elementary School conducts monthly drills to prepare for unforeseen emergencies. These drills ensure that all students and staff are aware of the school's procedures in the event of a fire, earthquake, or other emergency warranting shelter-in-place precautions. To improve and prepare for real emergencies, students and staff receive feedback after each drill. Evacuation routines and procedures are posted in each classroom detailing the safest and quickest routes to vacate classrooms and office buildings. Our safety plan contains information regarding procedures, policies and documentation needed in the event of a safety concern.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.6	0.8
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)	
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	22		5		23	1	4		22	1	4	
1	24		5		22	1	3		26		4	
2	25		4		24		5		23		4	
3	22		4		24		4		24		5	
4	25		4		32		3		33		1	2
5	30		4		31		3		31		2	1
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			

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Marshall Elementary School is implementing the district's multi-year professional development plan. This plan provides training for all administrators, support staff and classroom teachers that includes:

- Curriculum Alignment Institutes
- Researched based professional development that supports students' needs and based on student data
- Instructional Coach Training
- Site Administrative Training and Coaching
- Summer Strategies Training and Practicum (with ELD/Academic Language Development for English Learners) outlined throughout the year
- Professional development for teachers & administrators on instruction in Standard English for African American students which includes follow up work with teachers and students

The district has also implemented a monitoring system to ensure the effectiveness of professional development for our staff. The monitoring system includes regular classroom visits, follow up sessions and site visits from district professional development facilitators. At Marshall, our staff dedicates time each year for professional growth and we are supported by our district for their continuing education and professional development.

Marshall teachers have participated in the following Professional Development training:

- Growth MindSet
- AVID
- Thinking Maps
- Positive Behavior Intervention Support (PBIS)
- Google Classroom, Coding CS, PearDeck and additional technology based instructional resources
- Let's Go Learn (ELA and Math diagnostic system to support small group and whole group instruction)

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/.

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	4870	207	4663	72430.84
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	-14.9	-7.4
School Site/ State	-34.0	-7.2

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.