Thurgood Marshall Elementary School
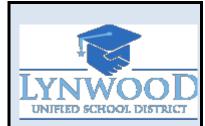
3593 Martin Luther King Blvd. • Lynwood, CA 90262 • (310) 886-5900 • Grades K-5
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Lynwood Unified School District
11321 Bullis Road
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School Description

Principal's Message
At Thurgood Marshall, we believe that all students are R.O.C.K. Stars. (Responsible, Optimistic, Cooperative, Kind and Scholarly). The students are why we are here!. Each staff member and teacher strives to create an optimal learning environment that is engaging, safe and clean.

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.

Deette Clay, PRINCIPAL

Schoolwide Learner Outcomes:
*****Marshall Student's R.O.C.K.S
R- Responsible
O- Optimistic
C-Cooperative
K- Kind
S- Scholarly

About the SARC

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

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

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	115
Grade 1	120
Grade 2	100
Grade 3	89
Grade 4	100
Grade 5	118
Total Enrollment	642

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	3.3
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	96.7
Native Hawaiian or Pacific Islander	0
White	0
Two or More Races	0
Socioeconomically Disadvantaged	96.3
English Learners	52.3
Students with Disabilities	4.5
Foster Youth	0.3

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			
Thurgood Marshall Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	27	27	26
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Lynwood Unified School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Thurgood Marshall Elementary	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments			0
Vacant Teacher Positions	0	0	

*   "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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

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

Textbooks and Instructional Materials Year and month in which data were collected: 12/2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Open Court Anthology English/Language Arts 2002 Holt Literature & Language Arts English/Language Arts 2003 Corrective Reading Decoding - Level C English/Language Arts 2007 Spelling Through Morphographs - Level C English/Language Arts 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	California Go Math, 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	CA Science Science 2008 Focus on Earth Science, CA Edition Science 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	History-Social Science for CA Social Studies 2006 World History-Ancient Civilizations Social Studies 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

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**
	Good	**Fair**	**Poor**	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

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

2016-17 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	37	42	32	33	48	48
Math	31	32	20	22	36	37

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

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	25	31	38	35	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	16.7	21.1	23.7

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	126	124	98.4	31.5
Male	58	57	98.3	40.4
Female	68	67	98.5	23.9
Hispanic or Latino	124	122	98.4	32.0
Socioeconomically Disadvantaged	126	124	98.4	31.5
English Learners	53	53	100.0	13.2

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	305	297	97.38	42.09
Male	149	145	97.32	35.17
Female	156	152	97.44	48.68
Black or African American	--	--	--	--
Hispanic or Latino	299	291	97.32	41.92
White	--	--	--	--
Socioeconomically Disadvantaged	292	285	97.6	42.46
English Learners	208	202	97.12	41.09
Students with Disabilities	19	19	100	21.05
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	304	300	98.68	31.77
Male	149	147	98.66	32.88
Female	155	153	98.71	30.72
Black or African American	--	--	--	--
Hispanic or Latino	298	294	98.66	31.97
White	--	--	--	--
Socioeconomically Disadvantaged	291	287	98.63	32.17
English Learners	207	205	99.03	30.24
Students with Disabilities	19	19	100	38.89
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

C. Engagement

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

Opportunities for Parental Involvement (School Year 2017-18)
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.

Various parent classes are offered at Thurgood Marshall Parent Center that focus on the support and needs of students and parents. Parents are also involved in the development of our instructional program. Teachers send home parent friendly common assessment progress reports that shows their child's performance level (intensive, strategic, benchmark, challenge). School-wide data is also shared at monthly parent advisory council meetings. Marshall has three parent councils; School Site Council (SSC), School Advisory Council (SAC), and English Learner Advisory Council (ELAC). Parents are able to voice their concerns and give input as it relates to the success of our student's in meeting academic standards.

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, 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 Blackboard Ed-Connect, monthly calendars, newsletters, flyers, and school website.

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 welcome 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 recently reviewed our Safety School Plan during March 2016 with parents and school faculty. This year, 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, polices and documentation needed in the event of a safety concern. This Safety Plan is revised annually to ensure it contains current information needed to maintain the safety of all students and staff members on campus.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.0	0.9	0.4
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	2.5	3.4	3.5
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		17
Percent of Schools Currently in Program Improvement		89.5

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.25
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.33
Social Worker	0
Nurse	1.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.0
Other	2
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)											
	Average Class Size			Number of Classrooms*								
Grade				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	24	24	24				5	5	6			
1	20	20	24	1	1		3	3	4			
2	23	23	24				4	4	4			
3	24	24	23				5	5	4			
4	31	31	31				4	4	4			
5	28	28	31				4	4	4			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

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 coaches, administrators, and teachers and 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 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
- Thinking Maps
- Positive Behavior Intervention Support (PBIS)
- Google Classroom, Coding CS, and additional technology based instructional strategies
- Let's Go Learn (ELA and Math diagnostic system to support small group and whole group instruction)

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,603	$48,522
Mid-Range Teacher Salary	$79,532	$75,065
Highest Teacher Salary	$92,627	$94,688
Average Principal Salary (ES)	$109,493	$119,876
Average Principal Salary (MS)	$111,064	$126,749
Average Principal Salary (HS)	$123,583	$135,830
Superintendent Salary	$231,678	$232,390
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	6%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5,088	296	4,792	76574.96
District	♦	♦	4564	$77,992
State	♦	♦	$6,574	$77,824
Percent Difference: School Site/District			5.0	4.6
Percent Difference: School Site/ State			-15.6	3.2

* Cells with ♦ do not require data.

Types of Services Funded

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

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

DataQuest

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

Internet Access

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