Mark Twain Elementary School

12315 Thorson Avenue • Lynwood, CA 90262 • (310) 603-1500 • Grades K-6
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Lynwood Unified School District
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School Description

Principal's Message

As Principal of Mark Twain Elementary School, I would like to introduce you to the annual Accountability Report Card. In accordance with Proposition 98, you will find a wealth of information about our school, our community, and our accomplishments. We welcome the opportunity to tell you more about us.

Mark Twain Elementary has an ongoing commitment of academic excellence. Our school population consists of students and staff with rich multicultural and ethnically diverse backgrounds. Our students, parents, and staff, and community have joined together to assure success for our students.

All students have special talents and are given the opportunity to develop these talents at Mark Twain Elementary School. The staff is dedicated to providing an atmosphere in which a child's social, emotional, and intellectual needs are recognized, nurtured and supported. We care about each and every one of our students.

Since its incorporation in 1921, Lynwood continues to move forward on a path of progress. The city's many accomplishments can be attributed to its aggressive redevelopment program that has attracted new businesses and industry alike. Today, Lynwood is a vibrant city with a population of over 70,000.

Lynwood Unified School district serves more than 19,000 students in grades Pre-kindergarten through twelve. Beginning in 2005-6 the district opened additional elementary, middle, and high school sites to better accommodate its expanding student population.

Mark Twain Elementary offers comprehensive instructional programs which underscore the value of living in a multicultural society. Mark Twain is special because it is dedicated to the overall success of the school, its culture, and meeting all barriers for the school community. Staff continually strives to implement recommendations for improving academic achievement. As a community of learners, we have embarked on a path of continuous improvement.

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 collegial 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 and administration 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.

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 PTO 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.
- 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 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 Group	
Group	**Percent of Total Enrollment**
Black or African American	6.9
American Indian or Alaska Native	0
Asian	0
Filipino	0.2
Hispanic or Latino	90.6
Native Hawaiian or Pacific Islander	0.6
White	1.5
Two or More Races	0.2
Socioeconomically Disadvantaged	94.9
English Learners	41
Students with Disabilities	4.4
Foster Youth	1.1

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	108
Grade 1	88
Grade 2	90
Grade 3	91
Grade 4	89
Grade 5	87
Grade 6	99
Total Enrollment	652

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			
Mark Twain Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	26	25	27
Without Full Credential	0	0	0
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			
Mark Twain Elementary School	**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

Textbooks and Instructional Materials Year and month in which data were collected: 12/2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
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)

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**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	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	X			
Electrical: Electrical			X	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	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Main entry doors to new building do not work correctly. Doors access control locking system repaired.
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

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	43	34	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.

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	33	27	32	33	48	48
Math	29	24	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20	24.7	17.6

* 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	94	94	100.0	34.0
Male	46	46	100.0	28.3
Female	48	48	100.0	39.6
Hispanic or Latino	88	88	100.0	36.4
Socioeconomically Disadvantaged	94	94	100.0	34.0
English Learners	31	31	100.0	

* 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	357	354	99.16	27.12
Male	186	184	98.92	21.74
Female	171	170	99.42	32.94
Black or African American	22	20	90.91	5
Filipino	--	--	--	--
Hispanic or Latino	326	325	99.69	28.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	340	338	99.41	26.92
English Learners	216	215	99.54	23.72
Students with Disabilities	27	27	100	3.7
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	357	353	98.88	23.8
Male	186	183	98.39	24.59
Female	171	170	99.42	22.94
Black or African American	22	20	90.91	5
Filipino	--	--	--	--
Hispanic or Latino	326	324	99.39	25.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	340	337	99.12	23.15
English Learners	216	214	99.07	20.09
Students with Disabilities	27	27	100	3.7
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)
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 such as notices, 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) and Student Advisory Council (SAC), 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 Ivette Ortiz 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 2015. The next revision will be completed by March 2017. 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			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.3	0.6	1.9
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	2011-2012	2006-2007
Year in Program Improvement	Year 3	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	0.33
Resource Specialist	1.0
Other	1
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)												
Grade	**Average Class Size**			**Number of Classrooms***								
				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	25	25	24				5	5	5			
1	25	25	25				3	3	3			
2	25	25	27				3	3	3			
3	24	24	26				4	4	4			
4	30	30	29				3	3	3			
5	30	30	32				3	3	3			
6	27	27	31				3	3	3			

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

Professional Development provided for Teachers

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 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 and administration 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 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	5088	296	4792	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.