

Mark Twain Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Mark Twain Elementary School
Street	12315 Thorson Avenue
City, State, Zip	Lynwood, CA 90262
Phone Number	(310) 603-1500
Principal	Deette Wilson
Email Address	dwilson@mylUSD.org
School Website	https://marktwain.mylUSD.org/
Grade Span	K-6
County-District-School (CDS) Code	19647746020275

2025-26 District Contact Information

District Name	Lynwood Unified School District
Phone Number	(310) 886-1600
Superintendent	Dr. Patrick Gittisriboongul
Email Address	pgittis@mylUSD.org
District Website	https://www.mylUSD.org/

2025-26 School Description and Mission Statement

At Mark Twain, we believe in the transformative power of education to develop confident, compassionate, and capable learners. Our commitment extends beyond academic success to creating an inclusive, equitable, and culturally responsive environment where every student feels valued, respected, and empowered. We promote responsibility, kindness, fairness, and appreciation for diverse perspectives—preparing our students to thrive both in school and in the world beyond. ??

We offer a rigorous, student-centered learning experience that fosters collaboration, critical thinking, and problem-solving. From Transitional Kindergarten (TK) through sixth grade, students are engaged in meaningful learning that inspires curiosity and a love for discovery. We are proud to offer a Dual Immersion program currently in TK through first grade, supporting bilingualism,

2025-26 School Description and Mission Statement

biliteracy, and cross-cultural understanding at an early age—essential skills for success in a global society.

Equity and high expectations guide all that we do. Through strong instructional practices, targeted supports, and innovative teaching, we ensure every student has access to the tools, resources, and opportunities needed to reach their full potential. Students receive academic interventions in small groups based on data and individual needs, ensuring timely support in reading, math, and other key areas.

We are equally committed to supporting the whole child. Our Social-Emotional Learning (SEL) program helps students build self-awareness, self-management, relationship skills, and responsible decision-making. Through counseling support, classroom lessons, and restorative practices, we foster a positive school climate where students feel safe, supported, and ready to learn.

Family and community partnerships are central to our success. We deeply value the experiences and voices of our families and invite them to be active partners in their child's education. Through open communication, family engagement events, and shared decision-making, we work together to support the academic, social, and emotional growth of every student. ??

Our ultimate goal is to nurture well-rounded learners who are confident, curious, and prepared for lifelong learning. Through engaging instruction, student-centered projects, and a curriculum that reflects the diversity of our world, we empower students to think critically and act with purpose.

At Mark Twain, our Comets are united in building strong relationships, embracing diversity, and creating a school community where every child can thrive. Together, we are shaping bright futures—one student at a time. ??

Deette Wilson
Principal, Mark Twain Elementary

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	66
Grade 2	78
Grade 3	60
Grade 4	80
Grade 5	85
Grade 6	85
Total Enrollment	542

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
American Indian or Alaska Native	0.2
Black or African American	7.9
Filipino	0.2
Hispanic or Latino	90.4
Native Hawaiian or Pacific Islander	0.7
Two or More Races	0.2
White	0.4
English Learners	28.6
Foster Youth	0.7
Homeless	3.9
Migrant	0.6
Socioeconomically Disadvantaged	93
Students with Disabilities	17.2

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23	99.52	473.5	89.37	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.2	0.99	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	5.8	1.11	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	18	3.41	11953.1	4.28
Unknown/Incomplete/NA	0.1	0.48	27.1	5.11	15831.9	5.67
Total Teaching Positions	23.1	100	529.8	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21	95.45	449.1	86.9	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4	0.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	18.4	3.57	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	17.8	3.46	11746.9	4.23
Unknown/Incomplete/NA	1	4.55	27.3	5.3	14303.8	5.15
Total Teaching Positions	22	100	516.8	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22	84.29	419	82.99	230039.4	100
Intern Credential Holders Properly Assigned	1	3.83	9.9	1.98	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	7.66	20	3.98	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.1	2.79	12112.8	4.34
Unknown/Incomplete/NA	1.1	4.21	41.7	8.26	13705.8	4.91
Total Teaching Positions	26.1	100	504.9	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	2
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Lynwood USD adopts instructional materials from the approved lists provided by the California Department of Education. As part of the adoption process, the district pilots potential programs with teachers to gather input and evaluate their effectiveness. This collaborative approach ensures that the instructional materials selected meet the diverse needs of our students and align with the California's content standards.

Year and month in which the data were collected

01/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill - World of Wonders for Pre-K and TK, 2018	0
	Houghton Mifflin Harcourt - Journeys CA Student Edition Set for Grades Kindergarten - 5th, 2017	
	Houghton Mifflin Harcourt - Senderos Student Edition Set for Grades Kindergarten - 5th Dual Language Immersion, 2017	
	SRA McGraw Hill - Study Sync: CA Student Edition for Grade 6	
Mathematics	McGraw Hill - My Math for Pre-K and TK, 2018	0
	Houghton Mifflin Harcourt - California Go Math for Grades Kindergarten - 6th, 2015	
Science	McGraw Hill - Inspire Science for Pre-K and TK, 2018	0
	McGraw Hill - CA Inspire Science for Grades Kindergarten - 6th, 2019	
History-Social Science	Savvas Learning Company - My World Interactive for Pre-K and TK, 2019	0
	Savvas Learning Company - My World Interactive for Grades Kindergarten - 5th, 2019	
	Savvas Learning Company - Mi Mundo Interactivo for Grades Kindergarten - 5th Dual Language Immersion, 2019	
	Savvas Learning Company - Ancient Civilizations for Grade 6, 2019	

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

School Facility Conditions and Planned Improvements

This past fall new LED exterior light fixtures were replaced at entry and exit areas of the campus. The campus black top play yard received a fresh seal coat to the asphalt and installed new games. The school site is in the planning phase to receive new energy efficient air condition equipment at various buildings of the campus.

Year and month of the most recent FIT report

09/8/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Interior classrooms are showing signs for a fresh coat paint at various buildings.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Dry rot at fascia at various buildings are needing to be replaced. This repair is being planned.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	31	38	31	34	47	48
Mathematics (grades 3-8 and 11)	28	30	20	23	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	308	298	96.75	3.25	37.58
Female	156	149	95.51	4.49	36.24
Male	152	149	98.03	1.97	38.93
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	27	26	96.30	3.70	34.62
Filipino	--	--	--	--	--
Hispanic or Latino	274	265	96.72	3.28	38.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	98	94	95.92	4.08	13.83
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	220	212	96.36	3.64	32.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	43	91.49	8.51	2.33

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	308	301	97.73	2.27	29.57
Female	156	150	96.15	3.85	24.67
Male	152	151	99.34	0.66	34.44
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	27	26	96.30	3.70	26.92
Filipino	--	--	--	--	--
Hispanic or Latino	274	268	97.81	2.19	29.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	98	98	100.00	0.00	13.27
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	220	214	97.27	2.73	25.23
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	43	91.49	8.51	4.65

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	13.58	17.07	11.64	13.54	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	84	82	97.62	2.38	17.07
Female	35	33	94.29	5.71	6.06
Male	49	49	100.00	0.00	24.49
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	77	76	98.70	1.30	18.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	24	24	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	61	96.83	3.17	8.20
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	89.6	87	97.4	84.4	96.1

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

At Mark Twain Elementary, a Community School, we deeply recognize the invaluable role of parent involvement in the success of our students. There are numerous opportunities and avenues through which our families can actively engage in the school community. We hold monthly Community School Advisory Council (CSAC) meetings, which help the school identify goals and prioritize the whole child, including health, social services, and community engagement.

Additionally, Mark Twain hosts three parent councils — the School Site Council (SSC), the English Learner Advisory Council (ELAC), and the Dual Language Committee. These councils meet monthly and focus on supporting our school programs and monitoring the School Plan for Student Achievement (SPSA). The SPSA outlines how we use supplemental funds (Title I and Title III) to support student growth in English Language Arts and Math, strengthen our Dual Language program, and ensure a safe and supportive learning environment.

Our Parent-Teacher Organization (PTO) serves as a cohesive group of parents and community members, fostering strong connections among families, teachers, and staff. This collaborative group leads efforts such as fundraising, classroom volunteering, and appreciation events that celebrate our teachers while helping provide valuable classroom resources. Throughout the academic year, we actively seek input from our families and offer parent workshops on a variety of topics. Parents are encouraged to participate in school events including Back-to-School Night, Open House, Parent Conferences, assemblies, and community events.

To further support parent engagement, we have dedicated staff who work closely with our families. Our School Community Liaison and Community School Case Manager are available to meet with parents and guardians, helping connect families to school and community resources. Together, we are committed to building a welcoming, collaborative, and supportive school community that ensures every student at Mark Twain Elementary thrives. ??

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	584	564	189	33.5
Female	284	276	92	33.3
Male	300	288	97	33.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	54	52	20	38.5
Filipino	--	--	--	--
Hispanic or Latino	520	503	166	33.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	168	165	50	30.3
Foster Youth	--	--	--	--
Homeless	22	22	10	45.5
Socioeconomically Disadvantaged	547	528	181	34.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	123	113	42	37.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	2.08	1.2	2.9	3.27	2.79	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.20	0.00
Female	0.70	0.00
Male	1.67	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.35	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.79	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.28	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.63	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The safety of students and staff is a top priority at Mark Twain Elementary. Administrators and teachers actively monitor the campus, both within and outside fenced areas. Students are supervised at all times, with additional staff overseeing safety during lunch, breaks, and before and after school. Kindergarten students are released exclusively to their parents or designated caregivers.

The school encourages parents and community members to visit the campus. However, all visitors must notify the front office in advance of their visit, sign in upon arrival, and wear an identification badge throughout their stay. This year, we have enhanced our safety measures:

1. All staff members have been provided with Crisis Alert badges to ensure they can quickly summon help in an emergency.
2. Visitors are now required to undergo digital verification before entering the campus.

The school's safety plan is reviewed and updated every spring (February/March) by the School Site Council, and revisions are promptly shared with staff. Key elements of the plan include:

- Child abuse reporting procedures
- Teacher notification of dangerous pupil procedures
- Disaster response protocols
- Procedures for safe school entry and exit
- Sexual harassment policy
- Suspension and expulsion policies
- Dress code
- Discipline policies

The most recent revision was completed in January 2026, with the next update scheduled for February 2027. Mark Twain Elementary complies with all laws, rules, and regulations related to hazardous materials and state earthquake standards. The school's disaster preparedness plan outlines detailed steps for ensuring the safety of students and staff during emergencies. Fire and disaster drills are conducted regularly throughout the school year. Each classroom is equipped with an earthquake preparedness kit to ensure readiness in case of an emergency.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	2	2	0
1	26	0	2	0
2	26	0	3	0
3	24	0	3	0
4	29	0	2	0
5	28	0	2	0
6	24	0	3	0
Other	18	2	1	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	0	3	0
1	24	0	2	0
2	22	0	2	0
3	23	0	3	0
4	23	0	3	0
5	30	0	2	0
6	26	0	2	0
Other	17	6	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1	2	
1	21	1	1	
2	22		3	
3	28		2	
4	26		3	
5	27		3	
6	26		3	
Other	15	3	1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	563

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,321.25	1,518.39	7,802.86	116,767.42
District	N/A	N/A	5,006.89	108,606.51
Percent Difference - School Site and District	N/A	N/A	43.7	7.2
State	N/A	N/A	11,146	103,743
Percent Difference - School Site and State	N/A	N/A	-35.3	11.8

Fiscal Year 2024-25 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:

- . Academic Field Trips
- . Afterschool Programs
- .Arts and Music in Schools (Prop 28/AMS)
- .Assistance with Health Insurance Enrollment
- .Common Assessment Data Compilation
- .Community Schools Grant
- .Expanded Learning Opportunity Program (ELOP)
- .Foster Youth
- .Gifted and Talented Education (GATE)
- .Language Proficiency Testing (ELPAC)
- .LCAP
- .McKinney-Veto
- .Migrant Education
- .Positive Behavior and Support (PBIS)
- .Resources for Foster Youth and Homeless Students
- .Socio-emotional and Mental Health Counseling and Resources
- .Special Education Services
- .Title I
- .Title III - Interventions

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,886	\$62,783
Mid-Range Teacher Salary	\$92,083	\$97,783
Highest Teacher Salary	\$118,476	\$128,020
Average Principal Salary (Elementary)	\$148,791	\$160,224
Average Principal Salary (Middle)	\$150,920	\$166,992
Average Principal Salary (High)	\$167,880	\$180,971
Superintendent Salary	\$292,136	\$313,465
Percent of Budget for Teacher Salaries	26.31%	30.05%
Percent of Budget for Administrative Salaries	5.12%	5%

Professional Development

In coordination with Lynwood Unified School District, Mark Twain staff have opportunities to participate in training sessions designed for all coaches, administrators, and teachers, focusing on the following key components:

- Facilitating staff meetings where grade levels exchange best practices and strategies through staff development presentations. Teachers will be encouraged to share adaptable best practices tailored to their respective grade levels. Emphasis will be placed on designing lessons that foster student collaboration through hands-on learning and discussions, aiming to align with state standards both vertically and horizontally. The goal is to cultivate shared effective lessons and strategies that can be applied across all classrooms.
- Conducting guided planning sessions where teachers concentrate on collaborative lesson design to support specific grade-level Common Core standards.
- Implementing targeted Reading Intervention programs.
- Providing ongoing SWUN Math Coaching to ensure continuous support and improvement in mathematics education.
- Offering research-based professional development opportunities tailored to address students' needs, informed by student data analysis.
- Facilitating Data Reflection sessions following each district unit benchmark. During these sessions, teachers will analyze disaggregated data by subgroups and engage in discussions to identify instructional strategies conducive to promoting student growth and proficiency.
- Organizing Summer Strategies Training and Practicum sessions, with a focus on ELD/Academic Language Development for English Learners, which will be outlined throughout the academic year.
- Delivering professional development sessions for teachers and administrators on Culturally & Linguistically Responsive Teaching, promoting inclusive and effective teaching practices.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	180	180	180
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