

Thurgood Marshall 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	Thurgood Marshall Elementary School
Street	3593 Martin Luther King Blvd.
City, State, Zip	Lynwood, CA 90262
Phone Number	(310) 886-5900
Principal	Trinika Barnett
Email Address	tbarnett@mylUSD.org
School Website	https://marshall.mylUSD.org/
Grade Span	K-6
County-District-School (CDS) Code	19647740108381

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

2025-26 School Description and Mission Statement

Greetings, Students, Parents, Caregivers, and Guardians of Thurgood Marshall Elementary School:

On behalf of the Thurgood Marshall Elementary School faculty and staff, it is my pleasure to welcome you to the 2025–2026 school year. My name is Trinika Barnett, and I am honored and privileged to serve as the proud principal of Thurgood Marshall Elementary School.

At Thurgood Marshall Elementary, we are committed to providing every student with a high-quality education in a safe,

2025-26 School Description and Mission Statement

respectful, nurturing, and engaging learning environment. Guided by our Shared Vision, we believe that every student is known, valued, and inspired, and we work intentionally to ensure that all children feel a strong sense of belonging while being challenged to reach their full potential.

We firmly believe that parents and guardians are essential partners in the academic and personal success of our students. Your involvement, support, and commitment make a meaningful difference. As partners in your child's education, families play a critical role in making Thurgood Marshall Elementary a successful school. Staying engaged—whether through volunteering, participating in school activities, or serving on parent councils—helps create a strong school community. When we work together, anything is possible. We truly believe that Parents Make a Difference.

At Thurgood Marshall Elementary, our classrooms are student-centered, active, and collaborative. We offer a rigorous academic program for all students and proudly serve children in Transitional Kindergarten through 6th grade. Our teachers, staff, and students work together to set high expectations, engage in goal-setting, and prepare students for lifelong learning and future career success. We take great pride in our students and the diverse community we serve.

We are deeply committed to meeting the academic, social, and emotional needs of every child. Student progress is continuously monitored, and appropriate interventions are provided during and after the school day. Through robust and enriching learning experiences, students are supported to excel both academically and personally. As part of our focus on social-emotional learning, our Social-Emotional Learning Specialist, Licensed Clinical Social Worker (LCSW), and Community School Case Manager collaborate closely to support student well-being. Students are given opportunities to express and manage their emotions, develop empathy, and build and maintain positive relationships.

As part of our district and site Response to Intervention (RTI) initiative, Thurgood Marshall Elementary focuses on Targeted Reading Intervention to support struggling readers through individualized and small-group instruction. Teachers use data to identify reading gaps and design targeted instruction aligned to specific student needs. This research-based approach supports our TK–6th-grade teachers in implementing diagnostic reading strategies, enabling all Thurgood Marshall students to develop the skills necessary to read to learn, rather than simply learn to read.

As part of our school-wide emphasis, we are focused on creating a culture of care through a Growth Mindset, where students are encouraged to set short- and long-term goals and continuously strive for improvement. Students understand that effort, perseverance, and hard work lead to success—and that setbacks are a natural part of the learning process. Through our PBIS framework, students are motivated to come to school feeling confident, supported, and ready to grow while embodying Thurgood Marshall R.O.C.K.S. We proudly believe that all students are R.O.C.K. Stars—Responsible, Optimistic, Cooperative, Kind, and Scholarly.

Education is a lifelong journey, and I am excited to continue learning alongside our students, families, faculty, and staff. Above all, we place students at the heart of every decision we make. By fostering strong relationships and embracing our shared vision—working hard, dreaming big, and caring for one another—we ensure that every child at Thurgood Marshall Elementary has the opportunity to grow, succeed, and reach their full potential.

I look forward to a successful and inspiring school year together.

Sincerely,

Trinika Barnett

Principal, Thurgood Marshall Elementary School

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	49
Grade 2	77
Grade 3	80
Grade 4	78
Grade 5	87
Grade 6	74
Total Enrollment	511

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.6
Male	47.4
Black or African American	1
Hispanic or Latino	98.2
White	0.8
English Learners	28.4
Foster Youth	0.6
Homeless	2.3
Migrant	1
Socioeconomically Disadvantaged	93.5
Students with Disabilities	7.6

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)	25	100	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	0	27.1	5.11	15831.9	5.67
Total Teaching Positions	25	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)	22.5	100	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	0	0	27.3	5.3	14303.8	5.15
Total Teaching Positions	22.5	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)	21	95.45	419	82.99	230039.4	100
Intern Credential Holders Properly Assigned	0	0	9.9	1.98	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	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	4.55	41.7	8.26	13705.8	4.91
Total Teaching Positions	22	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	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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	
	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 - Ancient Civilizations for Grade 6, 2019	

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

School Facility Conditions and Planned Improvements

The overall campus is being maintained very well by Faculty and students. The past summer the exterior buildings received a fresh coat paint, new information signage was replaced with new and black top at playground was re-sealed and new game lines installed.

Year and month of the most recent FIT report

11/21/2024

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			
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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Maintenance to shrubs and trees are needing trimming. Gardening staff taking action for the overgrowth areas.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X	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)	32	35	31	34	47	48
Mathematics (grades 3-8 and 11)	20	24	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	322	316	98.14	1.86	34.81
Female	179	173	96.65	3.35	35.26
Male	143	143	100.00	0.00	34.27
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	318	312	98.11	1.89	35.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	77	72	93.51	6.49	4.17
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	213	210	98.59	1.41	33.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	31	100.00	0.00	9.68

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	322	319	99.07	0.93	24.14
Female	179	177	98.88	1.12	20.90
Male	143	142	99.30	0.70	28.17
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	318	315	99.06	0.94	24.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	77	76	98.70	1.30	15.79
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	213	210	98.59	1.41	23.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	30	96.77	3.23	0.00

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)	11.76	18.6	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	88	86	97.73	2.27	18.60
Female	46	45	97.83	2.17	15.56
Male	42	41	97.62	2.38	21.95
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	87	85	97.70	2.30	18.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	22	20	90.91	9.09	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	61	96.83	3.17	14.75
Students Receiving Migrant Education Services	0	0	0	0	0
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	70	84	83	69	83

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 Thurgood Marshall Elementary School, we firmly believe that Parents Make the Difference. Research consistently shows a strong connection between parent involvement and student achievement, as well as positive social-emotional outcomes. When families are actively engaged in their child's education—through meaningful communication, school involvement, and learning at home—students are more successful academically and socially. At Thurgood Marshall, parent involvement and engagement are priorities as we work intentionally to strengthen the home-school connection and build a thriving community of learners.

We believe that parents are not only essential to their child's individual success, but also to the overall success of our school community. Student achievement is the result of the entire school community—students, families, staff, and community partners—working collaboratively to support learning and growth. To encourage and empower families, Thurgood Marshall Elementary provides multiple opportunities for involvement, including educational and team-building workshops, literacy observations, and a Parent Empowerment Series designed to support families in becoming confident partners in their child's learning journey.

Communication is key to fostering a positive school climate and maintaining strong partnerships with families. Thurgood Marshall Elementary continues to leverage multiple communication platforms to ensure families remain informed and connected. Information is shared through the school and district websites, Instagram, Facebook, ParentSquare, and ClassDojo, allowing parents and teachers to maintain open and consistent communication. To ensure accessibility, communication is provided in English and Spanish through Aeries messaging, monthly calendars, newsletters, and flyers.

To remain connected and celebrate our community, we utilize social media to highlight student achievements, parent involvement, and school events. We encourage families to stay connected by following us on Facebook (@LynwoodMarshallElementary) and Instagram (@ThurgoodMarshallElementary).

Thurgood Marshall Elementary also values parent voice and leadership. Our school has active parent councils, including the School Site Council (SSC) and the English Learner Advisory Council (ELAC), as well as a Parent-Teacher Organization (PTO) that supports school fundraising efforts. During meetings, parents and community members receive updates on academic programs and participate in mini-trainings focused on supporting learning at home in English Language Arts and Mathematics. Parents are encouraged to share feedback, ask questions, and provide input to help guide decisions that support student achievement and success.

Together, we continue to build a strong, collaborative partnership that ensures every student and family at Thurgood Marshall Elementary is known, valued, and inspired.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	554	533	186	34.9
Female	296	286	104	36.4
Male	258	247	82	33.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	545	524	181	34.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	168	162	45	27.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	515	497	177	35.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	57	55	21	38.2

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
1.57	2.09	1.44	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	1.44	0.00
Female	0.68	0.00
Male	2.33	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	1.47	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	1.55	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.75	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

At Thurgood Marshall, our designated educational partners annually engage in a systematic planning process to develop strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, active assailants/intruders, bullying and cyberbullying, etc. We are committed to providing and maintaining a safe and nurturing school environment conducive to learning. The safety of all students, parents, and staff is paramount to our school climate.

Thurgood Marshall Elementary School provides a safe, clean environment for all stakeholders. A school wide Code of Conduct and classroom expectations are in place that promote respect, cooperation, courtesy, and acceptance of others. Thurgood Marshall Elementary School is a closed campus. However, parents and community members are welcomed to visit our school. All visitors are required to sign-in at the front office and wear identification badges.

During recess, lunch, breaks and before school, campus monitors, instructional assistants, teachers, and administration monitor the campus to ensure student safety.

The Safety Plan is reviewed annually in January for parent and staff input. If necessary, it may be revised to ensure it contains current information needed to maintain the safety of all students, staff members, parents and community members on campus. We will continue to have review training that address safety protocols, lockdown, fire drill and earthquake drills provided by our local sheriff station and school personnel. Every teacher has an emergency kit that contains medical supplies and water.

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.

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	24	0	4	0
1	26	0	3	0
2	26	0	3	0
3	24	0	4	0
4	27	0	3	0
5	29	0	3	0
6	29	0	3	0
Other	0	0	0	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	2	0
1	26	0	3	0
2	27	0	3	0
3	26	0	3	0
4	28	0	3	0
5	23	0	3	0
6	30	0	3	0
Other	0	0	0	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	24		2	
1	25		2	
2	26		3	
3	27		3	
4	26		3	
5	29		3	
6	25		3	

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	541

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	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

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	9,137.46	777.40	8,360.05	114,340.40
District	N/A	N/A	5,006.89	108,606.51
Percent Difference - School Site and District	N/A	N/A	50.2	5.1
State	N/A	N/A	11,146	103,743
Percent Difference - School Site and State	N/A	N/A	-28.6	9.7

Fiscal Year 2024-25 Types of Services Funded

Thurgood Marshall is committed to ensuring that every student has access to high-quality academic programs and comprehensive supports that promote achievement and well-being. Through the Lynwood Unified School District, students benefit from a range of targeted instructional services designed to meet diverse learning needs. These include Title I, Title III, Migrant Education, and LCAP-funded interventions that provide additional academic support, as well as i-Ready Reading and Math to personalize instruction and monitor progress. Designated English Language Development and Language Proficiency Assessments (ELPAC) support multilingual learners in developing academic English, while Special Education services ensure individualized instruction and accommodations for students with identified needs. Enrichment opportunities such as academic field trips, Code Campus, and the Level-UP After School Enrichment Program further extend learning beyond the classroom through academic support, dance, music, technology, and gardening that further foster college and career readiness.

In addition to academic programming, Thurgood Marshall prioritizes the social, emotional, and physical well-being of students by offering a strong network of student-centered services. Socio-emotional and mental health counseling through The Health Collaborative, along with Positive Behavior Interventions and Supports (PBIS), helps create a safe, inclusive, and supportive school climate. The school also provides resources and advocacy for foster youth and students experiencing homelessness,

Fiscal Year 2024-25 Types of Services Funded

assistance with health insurance enrollment, and access to cultural celebrations and events that honor student identity and community. Together, these programs and services reflect Lynwood Unified School District's commitment to educating the whole child and ensuring that all students are supported, empowered, and prepared to succeed.

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

At Thurgood Marshall, teacher professional development is a shared priority and a key driver of high-quality instruction. In alignment with the Lynwood Unified School District's multi-year professional development plan, teachers engage in ongoing learning opportunities designed to strengthen instructional practice and respond to student needs. Professional learning includes Curriculum Alignment Institutes, data-driven and research-based training, targeted math instruction, and reading intervention aligned to the Science of Reading. Teachers also receive specialized support through i-Ready training, Summit K12 for English Language Learners, and integrated and designated ELD instruction to ensure equitable access to rigorous content for all students. Additional learning opportunities, such as Instructional Coach training, Site Administrative coaching, and the annual Summer Institute, further build staff capacity and instructional consistency across grade levels. This year, Thurgood Marshall also expanded professional learning to include technology-focused instructional training with AI tools to enhance student engagement and digital literacy.

To ensure the effectiveness of professional development, the district has implemented a comprehensive monitoring system that includes regular classroom visits, follow-up professional learning sessions, and ongoing site visits from district facilitators. These classroom visits are aligned to the California Standards for the Teaching Profession (CSTP) and support reflective practice, instructional growth, and continuous improvement. Teachers at Thurgood Marshall also participate in training related to Positive Behavior Interventions and Supports (PBIS) and Academic Safety in the Classroom to promote positive learning environments and student well-being. Through sustained professional learning, coaching, and collaborative reflection, Thurgood Marshall teachers are supported in refining their practice and strengthening instruction to meet the academic and socio-emotional needs of all students.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	182	180	180