Mark Twain Elementary
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/.

2024-25 School Contact Information

School Name	Mark Twain Elementary
Street	1500 Oregon Ave.
City, State, Zip	Corcoran, CA 93212
Phone Number	559-992-8882
Principal	JJ Albert
Email Address	jjalbert@corcoranunified.com
School Website	https://marktwain.corcoranunified.com/
Grade Span	4-5
County-District-School (CDS) Code	16 63891 6010367

2024-25 District Contact Information

District Name	Corcoran Joint Unified School District
Phone Number	(559) 992-8888
Superintendent	Andre Pecina
Email Address	apecina@corcoranunified.com
District Website	https://www.corcoranunified.com/Home

2024-25 School Description and Mission Statement

Mark Twain School is located in the rural city of Corcoran. Corcoran is a small, agricultural area in the central San Joaquin Valley. The population of Corcoran is estimated to be approximately 20,000, of which over 13,000 are California State Prison and California Substance Abuse Treatment Facility inmates. The local economy is supported mainly by farming and state prisons. Mark Twain, which is one of three elementary schools in the Corcoran Unified School District, is unique in that it provides for the educational needs of all fourth- and fifth-grade students in the district. There are eleven fourth-grade and ten fifth-grade regular education classes and one fourth-and-fifth-grade special day class. One Resource Specialist provides services to all RSP students. Support staff members include one principal, one vice principal, two half-time academic coaches,

2024-25 School Description and Mission Statement

one technology coach, one resource teacher, one reading intervention teacher, and seven paraprofessionals. The office/clerical staff includes one school secretary, one community contact, and one library clerk. There are also two custodians, four cafeteria staff, and three split-shift yard supervisors. Speech services are provided by a county speech therapist.

Enrollment for the 2024-2025 school year is 450 students (217 fourth-graders, 233 fifth-graders). Of those, 92.7% are Hispanic/Latino. Approximately 21.2% of the school population is considered limited in English proficiency, and 12.7% are reclassified as fluent in English. Spanish is the predominant language among English learners. Each grade level has a 90-minute block of instruction time for core English-language arts and Math instruction. Guided Reading has a 45-minute block of time each day. Science taught for 45 minutes 4 days a week. Fourth-grade students have P.E., which is administered for 30 minutes three days per week. Fifth-grade students have P.E. four days a week in 30-minute sessions. Designated ELD instruction is a protected 30-minute block of time each day. Each English learner receives language instruction based on his/her English Language Proficiency Assessment for California (ELPAC) level. Reclassified, English-only, and initially fluent students use ELD time for additional reading instruction (enrichment or intervention) with a computer-adaptive program on their iPads (Imagine Learning). Resource Specialist Program (RSP) students have support throughout the school day. Some students receive further intervention in reading from the reading intervention teacher and two paraprofessionals.

The mission statement for Mark Twain School is: "To establish a positive learning environment where students are accepted, appreciated, nurtured, and challenged according to their individual needs." In addition to the regular fourth and fifth-grade curriculum, intervention is a key component of Mark Twain's entire program.

Our school offers intervention programs in reading. Reading intervention consists of instruction in fluency and comprehension at the current reading level of each student. It is designed to move each student closer to grade-level reading. Teachers and paraprofessionals collaborate on data-driven instruction to meet the unique needs of each student. The reading intervention teacher and paraprofessionals work with the classroom teachers to create a schedule and program that will best fit the needs of our students. The Resource Teacher provides support to all staff to ensure the programs are meeting the needs of our stakeholders and running most effectively.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	230
Grade 5	262
Total Enrollment	492

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
Asian	0.2
Black or African American	2.8
Filipino	0.2
Hispanic or Latino	91.9
Two or More Races	0.4
White	4.3
English Learners	24.6
Homeless	3
Migrant	2.6
Socioeconomically Disadvantaged	92.1
Students with Disabilities	9.6

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.

2020-21 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)	23.10	92.05	125.10	80.72	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.70	4.33	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	3.00	1.94	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.97	2.50	1.66	12115.80	4.41
Unknown/Incomplete/NA	1.00	3.97	17.50	11.34	18854.30	6.86
Total Teaching Positions	25.10	100.00	154.90	100.00	274759.10	100.00

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.

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)	21.50	91.49	131.50	83.08	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.25	10.20	6.46	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.60	1.66	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.10	2.60	11953.10	4.28
Unknown/Incomplete/NA	1.00	4.25	9.70	6.18	15831.90	5.67
Total Teaching Positions	23.50	100.00	158.20	100.00	279044.80	100.00

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)	20.80	87.41	130.00	83.62	231142.40	100.00
Intern Credential Holders Properly Assigned	2.00	8.39	9.80	6.34	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.60	5.57	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.40	2.21	11746.90	4.23
Unknown/Incomplete/NA	1.00	4.20	3.50	2.26	14303.80	5.15
Total Teaching Positions	23.80	100.00	155.50	100.00	277698	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	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.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Mark Twain Elementary School has sufficient textbooks and instruction materials for each student and are from the most recent adoption. If insufficiency were to exist, the district office is immediately notified and additional textbooks and materials are immediately purchased.

Year and month in which the data were collected	August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SAAVAS-My View 2020	Yes	0
Mathematics	SAAVAS-Envision Math 2020	Yes	0
Science	Amplify Science - 2019 - Amplify Education, Inc.	Yes	0
History-Social Science	Studies Weekly-California Edition-2022	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

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

School Facility Conditions and Planned Improvements

Corcoran Unified School District receives funds from the Williams Settlement, therefore district personnel are required to conduct an extensive facilities inspection. The condition of the facilities and grounds are important. In preparation for this report, the Director of Maintenance, Operations, and Transportation and the Chief Business Official provided the necessary information. The chart below shows the general condition of the site. Good repair is defined as maintaining schools that are clean, safe, and functional.

Year and month of the most recent FIT report	November 19, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

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			

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 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	28	28	31	31	46	47
Mathematics (grades 3-8 and 11)	17	19	17	17	34	35

2023-24 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	497	482	96.98	3.02	27.59
Female	250	244	97.60	2.40	29.10
Male	247	238	96.36	3.64	26.05
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	462	451	97.62	2.38	27.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	19	17	89.47	10.53	35.29
English Learners	95	85	89.47	10.53	2.35
Foster Youth	--	--	--	--	--
Homeless	16	10	62.50	37.50	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	456	443	97.15	2.85	25.73
Students Receiving Migrant Education Services	14	11	78.57	21.43	18.18
Students with Disabilities	47	46	97.87	2.13	13.04

2023-24 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	497	488	98.19	1.81	19.06
Female	250	245	98.00	2.00	16.33
Male	247	243	98.38	1.62	21.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	462	456	98.70	1.30	19.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	17	89.47	10.53	17.65
English Learners	95	92	96.84	3.16	2.17
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	6.67
Military	--	--	--	--	--

Socioeconomically Disadvantaged	456	449	98.46	1.54	16.93
Students Receiving Migrant Education Services	14	14	100.00	0.00	0.00
Students with Disabilities	47	46	97.87	2.13	6.52

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 2022-23**	**School 2023-24**	**District 2022-23**	**District 2023-24**	**State 2022-23**	**State 2023-24**
Science (grades 5, 8 and high school)	16.60	13.10	21.84	23.39	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	260	256	98.46	1.54	13.67
Female	133	131	98.50	1.50	12.21
Male	127	125	98.43	1.57	15.20
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	240	237	98.75	1.25	12.66
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	10	90.91	9.09	--
English Learners	44	43	97.73	2.27	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	242	239	98.76	1.24	12.13
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	27	27	100.00	0.00	7.41

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.

2023-24 California Physical Fitness Test Results

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	94%	94%	94%	94%	94%
Grade 7	n/a	n/a	n/a	n/a	
Grade 9	n/a	n/a	n/a	n/a	

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.

2024-25 Opportunities for Parental Involvement

Mark Twain offers parents a variety of ways to get involved in their child's education. Contact information for any of the following volunteer opportunities is Ana Perez or Tammie Hutton at (559) 992-8882.
- Attending Back to School Night to meet with the child's teacher
- Cardboard Challenge
- Literacy Night and Math Night
- Participation in School Site Council (SSC) and English Learner Advisory Committee (ELAC)
- Attending Parent-Teacher conferences
- Attending SST/IEP/504 Meetings
- Attending Open House
- Award Ceremonies
- Field Trips

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	524	510	84	16.5
Female	263	256	42	16.4
Male	261	254	42	16.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	15	14	3	21.4
Filipino	--	--	--	--
Hispanic or Latino	481	470	74	15.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	22	21	7	33.3
English Learners	138	130	23	17.7
Foster Youth	--	--	--	--
Homeless	22	19	7	36.8
Socioeconomically Disadvantaged	483	470	81	17.2
Students Receiving Migrant Education Services	20	18	2	11.1
Students with Disabilities	54	53	10	18.9

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 and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	3.49	8.12	4.77	5.78	6.97	7.17	3.17	3.6	3.28
Expulsions	0	0	0	0.21	0.2	0.21	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.77	0.00
Female	2.66	0.00
Male	6.90	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	13.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.78	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	4.35	0.00
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	5.18	0.00
Students Receiving Migrant Education Services	5.00	0.00
Students with Disabilities	3.70	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.

2024-25 School Safety Plan

Maintaining a safe and secure learning environment is a top priority for Mark Twain Elementary School. The Comprehensive School Site Safety Plan was developed for Mark Twain Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements.

Our plan is updated annually and includes procedures for emergencies, exit routes, and inventories of emergency supplies. Local law enforcement has a copy of our School Safety Plan as well as a school map. In conjunction with local law

2024-25 School Safety Plan

enforcement, fire department, and city officials, safe school routes have been determined and included in the Comprehensive Schools Safety Plan. All staff members review the School Safety Plan at the beginning of the school year during back-to-school staff development days.

Students and staff participate in (monthly) drills and the staff is debriefed following the drill with the intent of improving upon our safety procedures. Students at Mark Twain Elementary School participate annually in Digital Citizenship Safety Training. Our school is surrounded by a perimeter fence and all visitors must check into the office upon arrival. All volunteers must complete a district application and receive the appropriate clearances before they can volunteer or chaperone at a school site or during a school trip.

A copy of the Comprehensive School Safety Plan is available in the school office for parent review with the site administrator upon request.

The Comprehensive School Safety Plan was last reviewed, updated, and discussed with the school faculty on December 11, 2024.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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
4	23		11	
5	28		9	2
Other	9	1		

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
4	24		11	
5	23		11	
Other	8	1		

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
4	22		10	
5	23		11	
Other	10	1		

2023-24 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	0

2023-24 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.7

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$13,636	$6,615	$7,021	$68,074
District	N/A	N/A	$10,141	$89,341
Percent Difference - School Site and District	N/A	N/A	-36.4	-27.0
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	-42.2	-25.1

Fiscal Year 2023-24 Types of Services Funded

Federal Programs:

Title I, Part A: Title I, Part A is a federal categorical program contained in the consolidated application. Its purpose is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on the State Content Standards and Assessments. The intent of the funding is to meet the educational needs of the low-achieving students enrolled in the highest-poverty schools.

Title II, Part A, Supporting Student Instruction through new teacher orientation, monthly meetings for new teachers, teacher support and evaluation, PLCs, academic coaching (site or county-based services), and advancement opportunities.

Title III, Limited English Proficient (LEP): The purpose of Title III, LEP, is to ensure that all LEP students, referred to as English learners in California, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic standards as all other students.

State Programs:

Lottery: Instructional Materials: This funding source allows for the purchase of instructional materials. "Instructional materials" is defined in Education Code (EC) Section 60010 (h) as "all materials that are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or non-printed, and may include textbooks, technology-based materials, other educational materials, and tests." EC Section 60010(m) further defines "technology-based materials" as "those basic or supplemental instructional materials that are designed for use by pupils and teachers as learning resources and that require the availability of electronic equipment in order to be used as a learning resource. Technology-based materials include but are not limited to, software programs, video disks, compact disks, optical disks, video and audiotapes, lesson plans, and databases. Technology-based materials do not include the equipment required to make use of those materials."

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$64,660	$54,930
Mid-Range Teacher Salary	$90,491	$85,386
Highest Teacher Salary	$120,294	$111,172
Average Principal Salary (Elementary)	$139,281	$136,564
Average Principal Salary (Middle)	$145,356	$141,339
Average Principal Salary (High)	$155,797	$153,241
Superintendent Salary	$195,000	$224,537
Percent of Budget for Teacher Salaries	27%	29%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

4 days before the start of school were used to review:
Meeting Norms
Goals/District Expectations
4 Focus Areas
Schedules/Expectations

Each Wednesday is scheduled as an early release (1:30) for students so teachers, Academic Coaches, and Administrators can have Professional Development opportunities such as:
PLC Opportunities
PD on ELD Strategies

Special Education teachers receive additional training on topics related to their specialized credentials. These meetings are held at various times throughout the year.

The site Resource Teacher received additional EL professional development through attending conferences such as ELLevation webinars, Categorical Program Meetings, and the EL Network meetings (provided by KCOE). Each of these professional development opportunities focuses on the needs of our EL students, how to help with EL achievement, the redesignation process, and our LTEL students.

The school secretary has monthly meetings that include but are not limited to:
- Aeries updates, Data Entry, and Maintenance of System
- CALPADS training
- Attendance information
- Student Confidentiality
- Office Etiquette

The School Community Contact works with our District Liaison and Administrators on issues such as:
- Student Wellness
- Attendance
- Home visits
- Aeries Data Entry/Maintenance of System

Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	39	59	40