

Mark Twain School

Parent-Student Handbook

2023-2024

Mark Twain School
1500 Oregon Avenue
Corcoran, California 93212
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For more information and to view our
activities calendar, find us on the web at
marktwain.corcoranunified.com

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Mark Twain School 2023-2024 Schedules

**Every Wednesday is a 1:30 dismissal*

Group A		Group B		Group C	
Daza (C1), Ketner (C2), Coleman (C3), Goldsworthy (C4), Godinho (F2), Sandoval (F3), Gregory (F4)		Duenas (C5), Rodrigues (K3), Gamble (K4), Reynoso (E2), Garcia (H1), Boyett (H2), Chavez (H3)		Larkin (D1), Martin (D2), Hearn (D3), Peevy (D4), Stahowski (G1), Navarro (G2), Tapia (G3), Calderon (G4)	
8:00-8:15	Morning Routine	8:00-8:15	Morning Routine	8:00-8:15	Morning Routine
8:15-9:45	Core Instruction	8:15-10:00	Core Instruction	8:15-10:15	Core Instruction
9:45-10:00	Recess	10:00-10:15	Recess	10:15-10:30	Recess
10:00-11:00	Core Instruction	10:15-11:45	Core Instruction	10:30-12:15	Core Instruction
11:00-11:45	Lunch	11:45-12:30	Lunch	12:15-1:00	Lunch
11:45-2:50	Core Instruction	12:30-2:50	Core Instruction	1:00-2:50	Core Instruction

2023-2024 Mark Twain School Staff

Office Staff:

Mr. Albert	Principal
Mrs. Robinson	Vice Principal
Mrs. Aguilar	Secretary
Mrs. Gonzalez	Community Contact

Social Emotional Staff:

Natashia Lopez	School Psychologist
Melinda Leonardo	Mental Health Clinician
Alfredo Alcantar	School Counselor

Teaching Staff:

Mrs. Daza	5th Grade	C1
Ms. Ketner	5th Grade	C2
Mrs. Coleman	5th Grade	C3
Ms. Goldsworthy	5th Grade	C4
Mrs. Duenas	5th Grade	C5
Mrs. Larkin	5th Grade	D1
Ms. Martin	5th Grade	D2
Mr. Hearn	5th Grade	D3
Ms. Peevy	5th Grade	D4
Mrs. Edginton	4th/5th Grade RSP	E1
Ms. Reynoso	4th/5th Grade SDC	E2
Mrs. Hutton	Resource Teacher (504/SST/ELPAC/CAASPP Coordinator)	F1
Mrs. Godinho	4th Grade	F2
Ms. Sandoval	4th Grade	F3
Ms. Gregory	4th Grade	F4
Mrs. Conley	Reading Intervention	F5
Mrs. Stahowski	4th Grade	G1
Ms. Navarro	4th Grade	G2
Ms. Tapia	4th Grade	G3
Mrs. Calderon	4th Grade	G4
Mrs. Garcia	4th Grade	H1
Mrs. Boyett	4th Grade	H2
Ms. Chavez	4th Grade	H3
Mr. Ghena	5th Grade Band	I4
Mrs. Rodrigues	5th Grade	K3
Mrs. Gamble	5th Grade	K4
Mrs. Highfill	Literacy Coach	K2
Ms. Valdez	Academic Technology Coach	K2
Mr. Mancillas	P.E.	
Ms. Bishop	4th Grade Music	

Support Staff:

Mr. Sweatt	Day Custodian	Mrs. Angelina	Yard Supervisor
Mr. Ayala	Night Custodian	Mrs. Acevedo	Yard Supervisor
Ms. Estrada	Librarian	Mrs. Nunez	Yard Supervisor
Ms. Aragon	Nurse	Ms. Garcia	P.E. Aide
Ms. Escamilla	RSP Paraprofessional	Ms. (Antonia) Solorzano	Paraprofessional
Ms. Gilpin	Paraprofessional	Ms. Corona	SDC Paraprofessional
Ms. Meza-Deniz	Reading Intervention Paraprofessional		
Ms. Martinez	Reading Intervention Paraprofessional		
Ms. (Alma) Solorzano	Reading Intervention Paraprofessional		

Mark Twain School Policies

Arrival

All students arriving at school before the 7:57 whistle will enter through the gate by the office or the gate by the cafeteria. Students will not be allowed to enter the campus any other way. All students arriving at school before 7:55 may eat breakfast in the cafeteria. Students arriving after 8:05 will report to the office and receive a tardy pass.

Student Drop-Off

Students may be dropped off using the circle driveway in front of the school or the parking lot next to Cesar Chavez Park. Cars using the front driveway will form a single-car pool lane that unloads directly onto a sidewalk near the main entry point into the school. The drop-off begins as early as 7:30 AM. Consider coming as early as 7:30 AM to avoid any traffic delays. School begins at 8:00 AM.

When dropping off your student please remember:

- Drive slowly when entering and exiting the circle drive/parking lot
- Follow the vehicle in front of you and keep the line moving forward
- Parents must follow the staff's directions and pull up with traffic to the unloading area
- Please do not pass the vehicles in front of you
- Children must be ready to exit the car as parents pull into the unloading area (no looking for backpacks, putting folders away, etc.) or the driver may be directed to circle the block until the children are ready to exit
- Children should exit the vehicle on their own at any point within this loading zone. Traffic will not move efficiently if all drivers try to drop off their children at the exact lineup location. Students will unload on the right side of the vehicle closest to the sidewalk
- Parents must NOT get out of their vehicles to assist with unloading their children
- Parents should pull away when the car door closes. Please follow the vehicle in front of you and keep the line moving forward
- Please do NOT park your car in the circle drive's unloading area and walk your child in as this can be very dangerous with the flow of traffic

A staff member may help your child from your vehicle and will direct them through one of the school's entry points. This allows for a smooth transition for your child and facilitates the flow of traffic. It is very important to arrive on time, so that your child may begin their day alongside their classmates and teachers.

If you need to help your child into the school or need to visit the school's office, please park your vehicle in an available parking stall or park along the street curb where parking is permitted. Use the sidewalk leading up to the school and avoid walking through the drop-off area.

All traffic will flow in one direction in the drop-off area. Cars that have been parked and those in the dropoff areas will all need to proceed through the circle drive in the same direction. Please do not attempt to drive against this traffic flow. The speed limit is 10mph in the circle drive/parking lot.

Student Pick-Up

Students may be picked up in the parking lot next to Cesar Chavez Park or along Letts Ave. on the west side of campus.

The circle drive in front of the school is reserved for buses only during pick-up time.

Tardy Policy and Procedures

7:57 a.m. Whistle blows. All students proceed to their classroom and line up at the door.

8:00 a.m. Teachers open their classroom doors and greet students.

8:05 a.m. The front gate closes. Students arriving after this time are tardy and must report to the office for a tardy pass. Teachers will not accept students into their class without a tardy pass from the office after 8:05 a.m.

Consequences for Truancy:

1. If a student has 3 unexcused absences or tardies, a letter is sent to the parents.
2. If a student has additional unexcused absences or is tardy, a second letter is sent to the parents.
3. If a student has an additional 3 unexcused absences or tardies, a third letter is sent to the parents.
4. Upon receiving the 10th unexcused absence or tardy, the student and the parent will be required to attend the Corcoran SARB hearing.

Phone Messages for Students

- Mark Twain's office will not deliver phone messages to your child.

End-of-Day Transportation Changes

- If you are changing your child's dismissal routine, please make sure your child is aware of these changes before they begin their school day.
- If you would like the teacher to know of these dismissal changes please send a note in the morning with your child to turn in to their teacher. Please include the date, your child's full name, your child's teacher, and clear instructions for changing the routine.
- Phone calls to Mark Twain School requesting messages to be given to your child on how to go home will not be allowed over the phone.

Grading Policy

The goal is for students to meet educational standards. Report card grades will reflect a student's progress toward meeting individual standards.

Miscellaneous Information

Freeze Whistle

When the whistle blows at the end of each recess, students are to stop playing, hold the playground balls, climb down from the playground equipment, or stop swinging and get off the swings. They will not be dismissed until the supervisor on blacktop duty verbally dismisses their area (grass, four-square, basketball). After being dismissed, students will walk to their classroom lines.

Volunteer Policy

Before volunteering, all volunteers—whether a parent, guardian, or community member—will be required to complete the Child Abuse Mandated Reporter Training, have clearance from Health Services, with a Clear TB given within the last 60 days, be fingerprinted for the purpose of a background check at the Kings County Office of Education or Corcoran Police Department.



iPad Use Policy--*As a student at Mark Twain School, I will...*

- Use my iPad to learn and to share my learning with others.
- Keep my iPad clean and safe from harm.
- Operate my iPad safely and respectfully.
- Keep my personal information and that of others safe.

Students that do not adhere to this policy will be placed on iPad restriction and disciplinary action may be taken.

Other Things

- Deliveries to students (flowers, balloons, etc.) will not be accepted by the school.
- Students or parents are **not allowed to bring homemade food** (cupcakes, cookies, etc.) for other students to consume. (Packaged, store-bought food is okay.) **Please make arrangements with the teacher before bringing any food items to school.**
- Students in elementary school may not display or use communication devices such as cell phones from 8:00 am until the instructional day is over for all students. Their devices must be turned off during this period.
- Mark Twain School is a drug-free, alcohol-free, and tobacco-free institution.

Mark Twain Student Debt Policy and Procedures Library and Technology Devices

Consequences for Unpaid Debt

Students who incur debt are subject to loss of privileges. This may include not being able to participate in monthly Special Events, PBIS Celebration Activities, and Talent Shows.

Rationale

Students receive fines for damaged or lost print books, school supplies, or technology devices (i.e. iPads, Kindle). Parents and students alike must agree to pay fines or replacement costs for books, school supplies, or technology devices that are returned damaged. Students and parents agree to this when the student borrows books, checks out school supplies, or is issued technology devices.

What is the library's authority to charge for damaged or lost books, school supplies, or technology devices?

CUSD AR 5125.2 holds all families accountable for all debts. While nobody wants to pay for lost or damaged books, school supplies, or technology devices, the cost of filling a library such as ours is quite expensive considering that most technology devices cost \$265.00 and beyond. As with a public library, it is only fair to compensate our library when an item is lost or damaged. Making mistakes (and learning from them) is an expected part of youth. Parental support of this process is essential to support both the child's education and the school library.

Returning the original school property that was issued to the student is expected and highly preferable. If the student is unable to locate the book or returns it damaged a fine is assessed. In rare instances, and with the principal's approval a replacement book can be given to the library to clear the debt. However, the replacement book must be in excellent condition and be the same book as the one lost/damaged.

If there is damage the actual cost will be determined by the librarian on a case-by-case basis. The cost depends on the total value of the book. Students need to pay the replacement cost of any book that the librarian determines to be seriously damaged. Books or technology devices fit this status when there is enough moisture, writing, food, or physical damage so that an item can no longer circulate. The average cost of a book is from \$5.00 to \$30.00. The average cost for a technology device is from \$25.00 to \$265.00. Since these are average costs, the amount due for a replacement may be greater or less, depending on the actual value. This is also true for lost books or technology devices.

How does the library determine who damaged a book?

At Mark Twain Elementary School each book is checked in, inspected, cleaned, and (if needed) repaired before going back on the shelf. Staff member initials are put on any spots/repairs for future reference. At the start of school students are taught to examine their newly checked books or technology devices for damage before they leave the library.

Students are instructed and continually reminded to show any damage (ripped pages, markings, liquid damage, etc.) in their newly checked-out books or technology devices to the library staff. This community policing model is done so that:

1. The student who currently has the book or technology device is protected from any damage costs.
2. The library staff can repair the book or technology device (if possible).
3. The previous person who checked the book or technology device out will receive a fine, if necessary.

Students who do not inspect their newly borrowed books or technology devices for harm before leaving the library are gambling on the assumption that their items are free of damage. Students who do not follow this procedure undermine the library system and may end up paying for another patron's damages.

"But my child didn't do it."

It is unethical and impractical for the library to charge students for items after other patrons have borrowed them. Imagine your child returning a library book. The next student to borrow the book damages it and blames it on the previous student so that your child is falsely held responsible for another's book abuse. The library's system of accountability makes sure this scenario will never happen. Along these lines, students who borrow damaged books or technology devices and do not show damage to the library staff before leaving the library will be held responsible for all costs.

There are no exceptions.

While students are always reminded to inspect their books or technology devices in class, this procedure is communicated to parents in the documentation included in the parent-student handbook and school website.



CJUSD K-8 Dress Code 2023-2024

The dress code is designed to create and maintain a safe and positive educational environment that does not distract Corcoran Joint

Unified School District students from learning. Students are to follow the dress code while on campus and during any school-sponsored activity. Students may wear school-sponsored clothing from other CJUSD schools at the principal's discretion. Anything that may be considered inappropriate, immodest, or gang-related can and will be disallowed by the administration. Students that do not follow the dress code will need to acquire the proper item/s or they may face disciplinary action including missing recess, detention, or being sent home. Attempts will be made to contact the home to bring replacement clothing.

1. Colors and Logos: Red or royal blue are not allowed as the main or predominant color on any dress code item unless it is school-sponsored clothing. Red and Royal blue may be mixed into other colors if it is considerably less than the other colors. No red or blue belts, shoelaces, beanies, or gloves are allowed at any time. A student placed on a gang contract may be restricted from wearing a particular color for safety reasons at the discretion of the administration.
2. Shirts and Undershirts: All blouses and shirts must be clean and neat. All clothing must sufficiently conceal undergarments, including bra straps, at all times. See-through or fishnet fabrics, tube tops, men's tank undershirts, muscle shirts, jerseys with no undershirts, sagging pants/shorts, pajamas, and clothing deemed immodest by school personnel, are prohibited. In addition, students must have their shoulders covered with no see-through material. Tops with "spaghetti straps", halter-tops, tank tops, or other shirts with less than 5 inches at the shoulder, or shirts that show any part of the midriff (belly) are not allowed. Midriffs must be covered at all times. Low-cut necks/scooping necks are also prohibited.
3. Pants/shorts/dresses/skirts: Students may not wear any clothing that is torn, worn, ripped, has holes, or is rough-cut. Bike shorts, sweatpants, warm-ups, pajamas, hip-huggers, and military-style, tight, form-fitting apparel are not allowed. Pants must not sag below the waist when fastened. Shorts/skirts must extend below the fingertips when arms are held relaxed at the sides. Sweat pants and Warm-ups are only allowed if they are school/district-sponsored clothing and approved by the principal.
4. Outerwear/Jacket/Hoody: When wearing a jacket/sweater of any kind the student must still wear a shirt or blouse that conforms to the dress code. Hoods must be down while inside (i.e. classroom, office, cafeteria, etc.). Students, who repeatedly have to be told to take off their hoods, will not be allowed to wear hooded clothing on campus, as the item has become a distraction for them.
5. Socks, Tights, or Hose: No fishnet, torn, etc.
6. Shoes/Sandals: Heels must be no taller than 1 inch. Steel-toed boots, flip-flops, slippers, and clogs are not allowed. (Grades K-5): Students must wear closed-toe shoes at all times. Sandals are not allowed. (Grades 6-8): If wearing sandals to school you must also have athletic shoes for P.E. Sandals must have a back strap.
7. Belts/Buckles: Belts must be appropriate sizes and the end strap must be worn through the belt loops, not hanging down. Buckles must be plain only. Patterns, pictures, letters, numbers, etc. are not allowed.
8. Images and Words: Clothing and jewelry shall be free of writing, pictures, logos, or any other insignia which are crude, vulgar, profane, or sexually suggestive or which advocate racial, ethnic, or religious prejudice, gang activities, or the use of drugs/alcohol or depiction of weapons.
9. Beanies, Hats, or Head Coverings: Hats are not allowed except for the approved sun-protective headwear (2"- 4" rim all around) and may only be worn during outside activities. Beanies are allowed outside for cold weather and may only have a small logo. Head coverings for religious purposes are allowed. No head coverings, except for religious reasons, may be worn inside school buildings.
10. Sunglasses: Sunglasses may only be worn outside.
11. Hair: Hair color, highlights, or streaking must be natural human colors. Colors such as (but not limited to) pink, purple, and green would not be acceptable. There is no forming, shaving, cutting, etc. of letters, numbers, or shapes into hair or eyebrows. Mohawks (shaved sides) are not allowed. Spiked hair is limited to 2 inches tall or less. Anything distracting about the student's hair is not allowed.
12. Piercings: Stud earrings are allowed. Hoops, extended lengths, or dangling earrings are not allowed due to safety concerns. Facial, tongue, eyebrow, etc., and piercings must have a small, clear plastic plug with administrative approval.
13. Tattoos: No visible (temporary or permanent) tattoos will be allowed at any time.
14. Acrylic (Fake) Nails: Are not allowed (K-5).
15. Misc.: Clothing apparel that could be used as a weapon including chains, wallet chains, spikes, or studs on jewelry is prohibited. No clothing that is deemed immodest by the school administration.

Mark Twain School's Discipline Policies and Procedures

Capturing Kids' Hearts (CKH)

Positive Behavior Interventions and Supports

At Mark Twain School we implement Capturing Kids' Hearts to support our students' social-emotional learning along with PBIS as our key to behavior support and discipline. Classes will develop a Social Contract (agreement of behavior) within the first week of school. The contract will be reviewed daily. The first 20 minutes of each day will include time for Good Things (3-5 minutes) and Character Lessons.

We have four basic steps (warning, teacher conference, think sheet, Mr. Albert) to the discipline procedure. Parent contact is made by the teacher when a student attains a "think sheet" (third step). Parent contact is made by the office when a student attains a "referral" (fourth step).

Students will have opportunities to receive Eagle Bucks for meeting Eagle Expectations. Eagle Bucks are used for making purchases from the PBIS Student Store.

Discipline Steps for Minor Infractions-

1. **Warning-verbal**
 - ☐ The teacher speaks to the student (one on one conversation)
 - ☐ CKH Questions are asked
 - ☐ Questions for Misbehavior
 - ☐ What are you doing?
 - ☐ What are you supposed to be doing?
 - ☐ Are you doing it?
 - ☐ What are you going to do about it?
 - ☐ Questions for Disrespect
 - ☐ How are you talking to me?
 - ☐ How did we agree to talk to each other?
 - ☐ Were you doing it?
 - ☐ So, how are you going to talk to me?
2. **Teacher Conference**
 - ☐ The teacher speaks to the student (one on one conversation)
 - ☐ CKH Questions are used
 - ☐ Repeat Misbehavior/Disrespect Questions then ask
 - ☐ What is going to happen if you break our Social Contract again?
3. **Think Sheet**-Student fills out a Think Sheet (can be completed in writing or verbally with an adult)
 - ☐ The teacher speaks to the student one on one
 - ☐ The teacher makes contact with the parent/guardian via phone call
4. **The teacher fills out Intervention GoogleDoc** (shared with Mr. Albert and Mrs. Robinson)
 - ☐ After the teacher has completed 3 in-class interventions
 - ☐ The student speaks to Mr. Albert (one on one conversation)
 - ☐ The office makes additional parent contact with the parent/guardian via phone call/office visit
 - ☐ Mr. Albert follows up with the teacher
 - ☐ Behavior SST meeting may be requested

Minor Infractions--Include but are not limited to:

- Use of cell phone during school hours
- Inappropriate language
- Dress code violation
- Disrespect to teachers/staff/students
- Not following Eagle Expectations
- Teasing/Taunting
- Lying
- Inappropriate website/technology use
- Disruption to the learning environment
- Theft
- Cheating

Discipline Steps for Major Infractions

1. Major Infraction

- ☐ The student speaks to Mr. Albert (one on one conversation)
- ☐ The office makes contact with the parent via phone call/ and a required meeting with Mr. Albert is scheduled
- ☐ Document in Aeries
- ☐ Documentation is reviewed for CICO
- ☐ Possible Suspension

Major Infractions-- Increased Levels of Intensity--Include but are not limited to:

***Must be seen by an Administrator with parent/guardian conference**

****May require referral to Corcoran Police**

- Physical/Fighting aggression */**
- Bullying/harassment/intimidation (sexual or verbal) */**
- Use of cell phone during school hours *
- Inappropriate language *
- Dress code violation *
- Disrespect to teachers/staff/students *
- Repeatedly not following Eagle Expectations *
- Damage to school property/Vandalism */**
- Teasing/Taunting *
- Lying *
- Inappropriate website/technology use */**
- Continual disruption to the learning environment *
- Theft */**
- Cheating *
- Possession of weapons or illegal substances */**
- Violence-harmful to staff or students */**
- Gang-related behavior */**

Tiered Behavior Interventions Information

Tier 1

Eagle Expectation Bucks-Every Mark Twain staff member will have the ability to reward positive behavior

Students earn Eagle Bucks for meeting behavior expectations.

The student may have a “break” with an assigned teacher as needed before moving to Tier 2 interventions

Tier 2

Behavior SST meeting is scheduled

Parent Contact/Parent Conference

Possible referral for counseling services

Classroom check-in with Mr.Albert or the counselor

Tier 3

A major discipline infraction

Conversation with a teacher

Reflection of behavior

Behavior contract

CICO with Mr. Albert on a daily/weekly basis

School Parent and Family Engagement Policy

2023-2024

In support of strengthening student academic achievement, **Mark Twain School** receives Title I, Part A funds and therefore must jointly develop with, agree with, and distribute to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means of carrying out the requirements of The Every Students Succeeds Act (ESSA) Section 1116. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of the parents and the school. The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parental and family engagement activities.

Mark Twain School understands that parent and family engagement means the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- Parents and families play an integral role in assisting their child's learning
- Parents and families are encouraged to be actively involved in their child's education at school
- Parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child

Mark Twain School agrees to implement the following requirements as outlined by ESSA Section 1116:

A. ANNUAL TITLE I MEETING

Mark Twain School will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parental involvement policy, the schoolwide plan, and the school-parent compact.

On Thursday, August 17, 2023, Mark Twain School will hold its Annual Title I meeting to inform parents of the requirements of Title I and the school's participation as well as the parent's rights to be involved.

B. FLEXIBLE NUMBER OF MEETINGS

Mark Twain School will offer a flexible number of engagement meetings at convenient times for families, such as meetings in the morning or evening (for which the school may use Title I funds to provide transportation, child care, or home visits, as such services relate to parental involvement).

C. JOINTLY DEVELOPED

Mark Twain School will take the following actions to involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan.

At the beginning of the school year, we will meet with parents and other stakeholders. During this meeting, parents will receive information about the school's Parent and Family Engagement Plan and will be informed of their parental right to be involved in the planning and development of the plan through meetings, surveys, and questionnaires. If the program plan is not satisfactory to parents, they may submit comments on the plan to the

school administrator. The plan will be sent home with students at the beginning of each school year and posted to the school's website.

D. COMMUNICATION

Mark Twain School will provide parents of participating children with timely information about programs under Title I, including:

- a) a description and explanation of the curriculum in use,
- b) forms of academic assessment used to measure student progress,
- c) achievement levels of challenging State academic standards, and
- d) if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicable possible.

Information related to the school and parent programs, meetings, and other activities, will be sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand

The Mark Twain School Parent and Family Engagement Policy will be sent home at the beginning of the school year and made available on the school website. It will also be discussed with parents during parent-teacher conferences at the beginning of the school year. The policy will be assessed each year based on the number of participants, the number of volunteers, and the responses to the parent questionnaires and /or surveys.

Parents will be involved in planning, reviewing, and improving the policy through a yearly review. All parents will have the opportunity to participate in this review.

E. DISSENSION PROCESS

Mark Twain School will submit any comments/concerns to the Corcoran Unified School District Superintendent's office if the schoolwide plan and/or parent and family engagement policy are not satisfactory to parents.

Any comments/concerns can be emailed to the Director of Federal Programs, Elizabeth Mendoza, at emendoza@corcoranunified.com or by phone at 559-992-8888.

F. SCHOOL-PARENT COMPACT

Mark Twain School will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how families, school, staff, and students will share the responsibility for improved student academic achievement and develop a partnership to help children achieve the state's high standard and how the plan is used, reviewed, and updated.

Mark Twain School will hold an annual parent meeting to review and discuss any needed changes to the jointly developed school compact. This compact will outline how the entire school staff, parents, and students will share the responsibility for improved student academic achievement. The compact will describe not only the school's responsibility in providing high-quality instruction and curriculum but the student's and parent's responsibilities for meeting and supporting the learning processes. The compact will address how parents have reasonable access to staff, receive frequent reports on their progress, and have the opportunity to volunteer and observe in the classroom.

G. BUILD THE CAPACITY OF PARENTS

Mark Twain School will build the parents' capacity for strong parental involvement to ensure effective involvement of parents and families and to support a partnership among the school and the community to improve student academic achievement through the following:

- Materials and training to help parents to work with their children to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement
- Provide assistance to parents of participating children, as appropriate, in understanding topics such as the following:
 - the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Title I, Part A,
 - how to monitor their child's progress, and
 - how to work with educators to improve the achievement of their children.
- Educate school personnel, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- Coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to fully participate in the education of their children.

Mark Twain School will provide information about parent workshops available throughout the district. We will also continue to encourage parents to use online resources such as Imagine Math, SeeSaw, Google Classroom, and Aeries Portal.

H. ACCESSIBILITY

Mark Twain School in carrying out the parent and family engagement requirements of this part, to the extent practicable, shall provide full opportunities for the participation of parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format, and to the extent practicable, in a language such parents understand.

Parent Volunteers will be asked to work within the community to garner support for events such as Back to School Night, Read Across America, PBIS Activities, Open House, parent conferences, and various other parent events. Surveys will be available via our school and district website for parents, students, and other community members to gather input regarding topics of need and to identify barriers to parent participation. Parent workshops will be held as needed (interpreters will be available to assist with non-English speaking parents and/or parents with disabilities) to encourage parental involvement in academia. Family and community members will be aware of the training sessions through newsletters, Parent Square, social media, local newspapers, and the school website.

Approved by SSC 4/20/2023

Administrator: JJ Albert

2023-2024 Home & School Compact

Approved by SSC: 4/20/2023

It is of the utmost importance that families and schools work cooperatively to ensure students achieve academic standards. Through a process including teachers, families, students, and community representatives, the following are agreed roles and responsibilities to be carried out to support student success in school and life.

Teacher Pledge

I agree to carry out the following responsibilities to the best of my ability:

1. Respect the students, families, school, and staff.
2. Teach classes through interesting and challenging lessons promoting student achievement.
3. Endeavor to motivate students to learn.
4. Have high expectations, helping every child develop a love of learning.
5. Communicate regularly with families about student progress.
6. Provide a warm, safe, and caring learning environment.
7. Provide meaningful homework assignments to reinforce and extend learning.
8. Participate in professional development opportunities, improving teaching and learning while supporting the formation of partnerships with families and the community.
9. Actively participate in collaborative decision-making, consistently working with families and colleagues to make school an accessible, welcoming place for families, helping each student achieve the school's academic standards.
10. Provide opportunities for students to practice/review class materials at home.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

1. Respect the school, staff, students, and families.
2. Come to school ready to learn and work.
3. Bring necessary materials, completed assignments, and homework.
4. Know and follow the school and class rules.
5. Communicate regularly with my parents and teachers about school experiences so they can help me to be successful in school.
6. Review/practice class materials at home.

Parent/Guardian Pledge

I agree to carry out the following responsibilities to the best of my ability:

1. Respect the school, staff, students, and families.
2. Provide a quiet time and place for homework completion.
3. Encourage my child to practice/review class material.
4. Ensure my child attends school each day on time and gets adequate sleep, and proper nutrition.
5. Regularly monitor my child's progress in school, and if I do not understand something I will ask.
6. Participate in school activities such as providing input on school decision-making, volunteering, and attending parent-teacher conferences.
7. Communicate the importance of education and learning to my child.

SARC Notification

By February of each year, the SARC will be posted on our school website. It contains information about school and district accountability, achievement, our students and teachers, and other important measures of school performance.

The profile summarizes the school's mission, goals, and accomplishments. State law requires that the SARC contain all of the following:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

Statewide Testing Notification

Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a complete picture of their child's learning. You can use the results to identify where your child is doing well and where they might need more support.

Your child may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Pursuant to California *Education Code* Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.

CAASPP: Smarter Balanced Assessments for English Language Arts/Literacy (ELA) and Math

Who takes these tests? Students in grades 3–8 and grade 11.

What is the test format? The Smarter Balanced assessments are computer-based.

Which standards are tested? The California Common Core State Standards.

CAASPP: California Alternate Assessments (CAAs) for ELA and Math

Who takes these tests? Students in grades 3–8 and grade 11 whose individualized education program (IEP) identifies the use of alternate assessments.

What is the test format? The CAAs for ELA and math are computer-based tests that are administered one-on-one by a test examiner who is familiar with the student.

Which standards are tested? The California Common Core State Standards through the Core Content Connectors.

CAASPP: California Science Test (CAST)

Who takes the test? Students take the CAST in grades 5 and 8 and once in high school, either in grades 10, 11, or 12.

What is the test format? The CAST is computer-based.

Which standards are tested? The California Next Generation Science Standards (CA NGSS).

CAASPP: California Alternate Assessment (CAA) for Science

Who takes the test? Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grades 10, 11, or 12.

What is the test format? The CAA for Science is a series of four performance tasks that can be administered throughout the year as the content is taught.

Which standards are tested? Alternate achievement standards are derived from the CA NGSS.

CAASPP: California Spanish Assessment (CSA)

Who takes the test? The CSA is an optional test for students in grades 3–12 that tests their Spanish reading, listening, and writing mechanics.

What is the test format? The CSA is computer-based.

Which standards are tested? The California Common Core State Standards en Español.

ELPAC

Who takes the test? Students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as English Learner students or as initially fluent in English. Students classified as English Learner students will take the Summative ELPAC every year until they are reclassified as proficient in English.

What is the test format? Both the Initial and Summative ELPAC is computer-based.

Which standards are tested? The 2012 California English Language Development Standards.

Alternate ELPAC

Who takes the test? Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial ELPAC, which identifies students as English Learner students or as initially fluent in English. Students classified as English learners students will take the Alternate Summative ELPAC every year until they are reclassified as proficient in English.

What is the test format? Both the Alternate Initial and Alternate Summative ELPAC are computer-based.

Which standards are tested? Alternate achievement standards are derived from the 2012 California English Language Development Standards.

Physical Fitness Test

Who takes the test? Students in grades 5, 7, and 9 will take the FITNESSGRAM®, which is the test used in California.

What is the test format? The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility.

Which standards are tested? The Healthy Fitness Zones are established through the FITNESSGRAM®.

STATEMENT OF NON-DISCRIMINATION

Corcoran Joint Unified School District is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The District's academic and other educational support programs, services, and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual or perceived age, ancestry, color, disability, gender, gender identity, gender expression, immigration status, marital or parental status, nationality, race or ethnicity, religion, sex, sexual orientation; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Corcoran Joint Unified School District assures that a lack of English language skills will not be a barrier to admission or participation in District programs.

Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained.

The following employees can be reached for questions or to file complaints regarding the following programs:

**Uniform Complaints
Title VI Coordinator
Elizabeth Mendoza
(559) 992-8888 ext1246**

**Section 504
Title IX Coordinator
Helen Copeland
(559) 992-8888 ext1248**

**Superintendent
Eduardo Ochoa
(559) 992-8888 ext1224**