

Mark Twain Elementary

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 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/
County-District-School (CDS) Code	16 63891 6010367

2022-23 District Contact Information

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

2022-23 School Overview

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, 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 2022-2023 school year is 525 students (268 fourth-graders, 257 fifth-graders). Of those, 91.4% are Hispanic/Latino. Approximately 21% of the school population is considered limited in English proficiency, and 11.8% are reclassified as fluent in English. Spanish is the predominant language among English learners. Each grade level has a block of instruction time for core English-language arts and Math instruction. An additional 30 minutes of time is allotted for Math Intervention and ELA Intervention. Guided Reading has a 45-minute block of time each day. Science taught for 30-minutes 5 days a week. Fourth-grade students have P.E. is administered for 30 minutes three days per week and an additional 10 minutes one day a 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

2022-23 School Overview

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 math intervention teacher provides math intervention for selected students throughout the day.

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 and math. 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. Both the reading and math intervention teachers 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 in the most effective manner.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	254
Grade 5	264
Total Enrollment	518

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.4
Asian	0.0
Black or African American	1.4
Filipino	0.4
Hispanic or Latino	92.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.6
White	4.8
English Learners	17.4
Foster Youth	1.0
Homeless	0.8
Migrant	3.3
Socioeconomically Disadvantaged	78.4
Students with Disabilities	10.6

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	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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 2022

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		
Science Laboratory Equipment (grades 9-12)	N/A		

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 December 5, 2022

School Facility Conditions and Planned Improvements

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			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	28	N/A	32	N/A	47
Mathematics (grades 3-8 and 11)	N/A	14	N/A	14	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	521	514	98.66	1.34	27.82
Female	254	251	98.82	1.18	29.88
Male	267	263	98.50	1.50	25.86
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	481	475	98.75	1.25	27.16
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	23	22	95.65	4.35	36.36
English Learners	94	93	98.94	1.06	5.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	435	428	98.39	1.61	24.53
Students Receiving Migrant Education Services	17	17	100.00	0.00	23.53
Students with Disabilities	57	57	100.00	0.00	14.04

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	523	516	98.66	1.34	14.34
Female	256	253	98.83	1.17	12.25
Male	267	263	98.50	1.50	16.35
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	483	477	98.76	1.24	14.26
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	23	22	95.65	4.35	18.18
English Learners	95	94	98.95	1.05	5.32
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	436	429	98.39	1.61	12.35
Students Receiving Migrant Education Services	17	17	100.00	0.00	5.88
Students with Disabilities	57	57	100.00	0.00	7.02

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	8.3	9.54	11.71	15.21	28.5	29.47

2021-22 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	267	262	98.13	1.87	9.54
Female	131	130	99.24	0.76	11.54
Male	136	132	97.06	2.94	7.58
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	244	239	97.95	2.05	9.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100	0	15.38
English Learners	46	45	97.83	2.17	2.22
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	227	222	97.8	2.2	9.46
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	29	100	0	10.34

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	256	256	256	235	256
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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.

2022-23 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 Silvia Gonzalez or Tammie Hutton at (559) 992-8882.

- Attending Back to School Night to meet with the child's teacher
- 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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	544	529	256	48.4
Female	265	259	116	44.8
Male	279	270	140	51.9
American Indian or Alaska Native	2	2	2	100.0
Asian	0	0	0	0.0
Black or African American	8	8	5	62.5
Filipino	2	2	1	50.0
Hispanic or Latino	502	488	235	48.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	2	66.7
White	25	24	9	37.5
English Learners	101	96	46	47.9
Foster Youth	6	5	1	20.0
Homeless	7	7	4	57.1
Socioeconomically Disadvantaged	460	447	229	51.2
Students Receiving Migrant Education Services	18	18	11	61.1
Students with Disabilities	61	59	38	64.4

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.37	3.36	2.45
Expulsions	0.00	0.09	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.36	3.49	2.55	5.78	0.20	3.17
Expulsions	0.00	0.00	0.17	0.21	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.49	0.00
Female	0.38	0.00
Male	6.45	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	3.19	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.00	0.00
English Learners	2.97	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.48	0.00
Students Receiving Migrant Education Services	5.56	0.00
Students with Disabilities	9.84	0.00

2022-23 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 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 November 2, 2022

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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				
1				
2				
3				
4	34		6	4
5	30		8	3
6				
Other	14	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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				
1				
2				
3				
4	31		8	3
5	32		7	3
6				
Other	11	1		

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
K				
1				
2				
3				
4	23		11	
5	28		9	2
6				
Other	9	1		

2021-22 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

2021-22 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.

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.3

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$12,357	\$2,301	\$10,244	\$68,074.36
District	N/A	N/A	\$11,909	\$80,027
Percent Difference - School Site and District	N/A	N/A	-15.0	-16.1
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	43.4	-15.1

2021-22 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."

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$57,593	\$48,503
Mid-Range Teacher Salary	\$80,601	\$74,912
Highest Teacher Salary	\$107,147	\$100,321
Average Principal Salary (Elementary)	\$124,060	\$122,160
Average Principal Salary (Middle)	\$129,473	\$127,632
Average Principal Salary (High)	\$138,746	\$137,578
Superintendent Salary	\$191,750	\$198,665
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

New Teachers received:

- 3 days of New Teacher Training and Orientation

During four days at the beginning of the 2022-20223 school year, teachers received:

- DataWorks (EDI Training)
- ParentSquare (Communication System)

During the beginning-of-the-year training paraprofessionals received:

- Para-Educators Role in Supporting Students

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:

- 6 days of Foundational Reading Training (KCOE)
- 5 days of Math Training (KCOE)
- Integration of technology during instruction
- Strategies to support English learners

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 Best Results for English Learners, ELlevation webinars, District EL Network, and the EL Master Plan Committee meetings. 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
- CALPADS training
- Attendance information
- Student Confidentiality

The school Community Contact works with our Security Coordinator on issues such as:

- Student Wellness
- Attendance
- Home visits

Following unit and district benchmark testing, cycle of inquiries are scheduled for data analysis and monitoring progress.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	40	41	39