

Mark Twain Elementary School

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 School
Street	646 Stanislaus Ave
City, State, Zip	Angels Camp, Ca, 95222-1239
Phone Number	209-736-6533
Principal	Ms. Lisa Shaw
Email Address	lshaw@mtwain.k12.ca.us
School Website	https://www.mtwain.k12.ca.us/Domain/72
County-District-School (CDS) Code	05615726003461

2022-23 District Contact Information

District Name	Mark Twain Union Elementary
Phone Number	209-736-1855
Superintendent	Paula Wyant
Email Address	pwyant@mtwain.k12.ca.us
District Website Address	www.mtwain.k12.ca.us

2022-23 School Overview

About Our School

Dear Badger Families~

Welcome to the 2022-23 School Year! I am very honored & excited by the opportunity to join the Mark Twain Family. It is my mission to motivate, inspire each and every member of our school family towards continual excellence as students, educators, parent-partners, community-based partners and life-long learners. I am committed to providing open, honest and regular communication with staff & parents, eliminating obstacles to student growth & parent involvement that are within our control, making decisions that are in the best interest of all children and to Never give up- we will make it happen for each child!

Mark Twain welcomes volunteers to assist us in reaching these goals. We look forward to working with all of you and encourage you to consider how you can be engaged in, and partner with the school. We have varying opportunities for parents to participate in their child's school experience, TK thru 8th grade - and want you to know that even as kids get older, they still want and need you to be present and involved. We have a strong and dedicated group of parents in our Badger Boosters and for our families who speak languages other than English, we have a very involved English Language Advisory Committee, ELAC. These groups are involved throughout the year in school-wide improvement projects, including academic and enrichment support for teachers and students, that we hope you will consider joining.

Sincerely,

Lisa Shaw
Principal

Mark Twain Elementary School is a rural TK-8 school of approximately 498 students. We are located in the foothills of Calaveras County in the city of Angels Camp. Our school along with Copperopolis Elementary School form the Mark Twain Union Elementary School District. The school staff is committed to providing all students a California State Common Core Standards based education with a foundation of best practices and current research.

2022-23 School Overview

We recognize that:

- Each child is unique, valuable, and gifted in many ways... Each child can succeed in his/her social, academic, and physical development given proper amounts of encouragement, support, learning experiences and belief in self... Parents and family environment are the primary educators... Young people and the school community are an integral part of the community at large...

Therefore:

- As learning facilitators we will foster a secure, exciting learning environment that will enable each student to achieve his/her greatest potential which includes academic, physical, emotional and social development.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	46
Grade 1	58
Grade 2	43
Grade 3	46
Grade 4	57
Grade 5	44
Grade 6	47
Grade 7	79
Grade 8	73
Total Enrollment	493

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	3.0
Asian	0.4
Black or African American	1.2
Filipino	0.4
Hispanic or Latino	25.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	4.3
White	65.3
English Learners	7.5
Foster Youth	1.2
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	57.4
Students with Disabilities	12.8



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)	15.00	72.40	25.00	78.79	228366.10	83.12
Intern Credential Holders Properly Assigned	3.20	15.70	3.20	10.27	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	9.99	2.00	6.53	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.30	1.82	1.30	4.34	18854.30	6.86
Total Teaching Positions	20.80	100.00	31.80	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)	15.40	61.98	26.90	70.12	234405.20	84.00
Intern Credential Holders Properly Assigned	3.00	12.00	4.00	10.39	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.50	10.04	2.50	6.52	11953.10	4.28
Unknown	3.90	15.93	4.90	12.94	15831.90	5.67
Total Teaching Positions	24.90	100.00	38.40	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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	0.00

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	0.00	1.50
Local Assignment Options	0.00	0.90
Total Out-of-Field Teachers	0.00	2.50

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)	23.20	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)	19.40	0.00

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

Year and month in which the data were collected

December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6 Collaborative Classroom	Yes	0
	Grades 6-8 Holt McDougal		
Mathematics	Grades K-5 California Math Expressions Houghton Mifflin Harcourt	Yes	0
	Grades 6-8 California Math McGraw Hill		
Science	Grades K-5 McMillan/McGraw Hill	Yes	0
	Grades 6-8 Prentice Hall California Science		
History-Social Science	Grades K-6 Harcourt School Publishers	Yes	0
	Grades 7 & 8 History Alive Teachers Curriculum Institute		
Health	Grades 5, 7, and 8 Postive Prevention Plus	Yes	0

School Facility Conditions and Planned Improvements

Construction on the present campus was started in the 1950's. The main building, Kindergarten and Primary wings and Cafeteria/multi-purpose room reflect typical 1950 era school construction. Over the years, additional buildings have been added as the need arose. In 2005-06 significant modernization was completed in the middle school wing and the kitchen. Currently our campus has 27 classrooms, a science lab, library, computer lab, multi-purpose room, gymnasium and additional support rooms. Safety measures are taken to ensure our students and staff enjoy a safe and clean environment. The campus is gated and we require visitors to sign in at the school office. One full time maintenance and grounds keeper along with three full-time and one part-time custodial staff keep the campus clean and maintained.

Year and month of the most recent FIT report

December 2022

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			Rubberized running track has some cracks being monitored by maintenance staff.

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).
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	39	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	15	N/A	16	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	333	308	92.49	7.51	38.64
Female	159	145	91.19	8.81	39.31
Male	174	163	93.68	6.32	38.04
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	83	98.81	1.19	24.10
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	16	14	87.50	12.50	50.00
White	217	197	90.78	9.22	44.16
English Learners	27	27	100.00	0.00	7.41
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	173	164	94.80	5.20	32.32
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	44	41	93.18	6.82	17.07

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	333	306	91.89	8.11	15.13
Female	159	143	89.94	10.06	14.79
Male	174	163	93.68	6.32	15.43
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	83	98.81	1.19	6.10
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	16	14	87.50	12.50	14.29
White	217	197	90.78	9.22	18.88
English Learners	27	27	100.00	0.00	3.70
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	173	161	93.06	6.94	13.21
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	44	40	90.91	9.09	12.82

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)	NT	28.87	NT	30.71	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	109	97	88.99	11.01	28.87
Female	57	47	82.46	17.54	25.53
Male	52	50	96.15	3.85	32
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	35	34	97.14	2.86	14.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	66	57	86.36	13.64	35.09
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	55	90.16	9.84	20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

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	90	90	90	90	90
Grade 7	96	96	96	96	96
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

Families are considered to be an important member of the education team at Mark Twain Elementary School. All families have the opportunity to conference with their child's teachers regarding academic performance at the beginning of the school year. Conferences are held for academic and behaviorally at risk students throughout the school year. Teachers strive to maintain open communication with families through email, phone calls and our online portal: Infinite Campus. School staff encourage parents to participate in a variety of roles such as volunteering in classrooms, serving as coaches and supporting special events. Parents are involved by participating in school based organizations such as our School Site Council, ELAC, and Badger Boosters Club.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	531	523	163	31.2
Female	255	254	74	29.1
Male	276	269	89	33.1
American Indian or Alaska Native	16	16	5	31.3
Asian	2	2	0	0.0
Black or African American	8	8	4	50.0
Filipino	2	2	0	0.0
Hispanic or Latino	126	126	40	31.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	21	21	2	9.5
White	354	346	112	32.4
English Learners	45	45	11	24.4
Foster Youth	8	8	1	12.5
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	316	312	116	37.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	79	78	33	42.3

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	5.37	4.60	2.45
Expulsions	0.00	0.00	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	0.39	8.29	0.26	9.38	0.20	3.17
Expulsions	0.00	0.19	0.00	0.13	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.29	0.19
Female	4.31	0.00
Male	11.96	0.36
American Indian or Alaska Native	12.50	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	10.32	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.52	0.00
White	7.06	0.28
English Learners	11.11	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.13	0.32
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.66	0.00

2022-23 School Safety Plan

Mark Twain Elementary reviews its safety plan annually, a review of the current plan took place on December 2022. Key elements of the plan include monthly safety fire drills, earthquake and school lock-down drills and crisis intervention plans. We have designated on and off campus rendezvous locations for evacuation and reunification. Improvement of reunification procedures are a priority continuing for this year which include additional staff training, drills, and communication with families and the public.

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	24		2	
1	22		1	
2	25		2	
3	26		2	
4	29		1	
5	27		1	
6	29		2	
Other	10	6	2	

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	25		2	
1	20	2		
2	17	2		
3	24		2	
4	25		1	
5	25		1	
6	21	1	1	
Other	7	4	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	22		2	
1	26		2	
2	23		1	
3	22		2	
4	24		2	
5	22	1	1	
6	22		2	
Other	15	2	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	448.18

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)	1.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	8,975.28	\$3,315.67	\$5,659.61	\$67,020.16
District	N/A	N/A	\$6030.0	\$69,316.50
Percent Difference - School Site and District	N/A	N/A	-6.3	-3.4
State	N/A	N/A	\$5,659.61	\$74,053
Percent Difference - School Site and State	N/A	N/A	0.0	-10.0

2021-22 Types of Services Funded

Mark Twain Elementary has RSP K-6, SDC K-6, and RSP/SDC 7-8 programs for students. Speech and Language, Adaptive PE, Occupational Therapy are provided for students with IEP's. The Student Study Team (SST) meets monthly as part of the school's MTSS program. Interventions including Academic Recovery Program and Reading Intervention support struggling students K-8. A full-time teacher provides support for Title 1 and Title 3 services to eligible students in grades K through 8.

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	\$36,106	\$46,844
Mid-Range Teacher Salary	\$67,716	\$73,398
Highest Teacher Salary	\$102,464	\$93,345
Average Principal Salary (Elementary)	\$92,525	\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary	\$130,000	\$136,296
Percent of Budget for Teacher Salaries	32%	30%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Staff development is a high priority at our site and for the district. Professional Collaboration Days are held weekly to facilitate professional growth and collaboration between the district staff. Teachers and classified employees are encouraged to attend workshops and trainings which will assist them in obtaining their professional goals and benefit the site as a whole. The site benefits from trainings offered by the Calaveras County Office of Education and also working closely with San Joaquin County Office of Education. Probationary teachers receive induction support through Teachers College of San Joaquin and staff mentors well. New ELA curriculum professional development was provided in the beginning of the Fall 2022 school year to K-6 certificated teachers. Paraprofessional staff have received professional development surrounding supports for Special Education students.

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	3	3	42