

Mark Twain Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Mark Twain Elementary School
Street	1500 Oregon Avenue
City, State, Zip	Corcoran, CA 93212
Phone Number	559-992-8882
Principal	Michael L. Anderson
Email Address	manderson@corcoranunified.com
Website	http://marktwain.corcoranunified.com
County-District-School (CDS) Code	16 63891 6010367

Entity	Contact Information
District Name	Corcoran Joint Unified School District
Phone Number	559-992-8888
Superintendent	Richard Merlo
Email Address	rmerlo@corcoranunified.com
Website	http://corcoranunified.com/

School Description and Mission Statement (School Year 2019-20)

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 23,000, 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 the 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 ten fourth-grade and eleven 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, two academic coaches, one technology coach, one resource teacher, one reading intervention teacher and four 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, a high school choir teacher, and a middle-school band teacher offers band in the afternoon.

Enrollment for the 2019-2020 school year is 519 students (249 fourth-graders, 270 fifth-graders). Of those, 90% are Hispanic/Latino. Approximately 12% of the school population is considered limited in English proficiency, and 30% are reclassified as fluent in English. Spanish is the predominant language among the English learners. Each grade level has a one-and-one-half hour block for core English-language arts and Math instruction. An additional 30 minutes of time are allotted in the afternoon for Response to Intervention (RTI). Guided Reading, Science, and P.E. are administered 30 minutes a day. English language development (ELD) instruction is offered every day for 30 minutes. Each English learner receives language instruction based on his/her English Language Proficiency Assessment for California (ELPAC) level as well as his/her performance on the ELD program placement test utilizing Pearson iLit Language Development Curriculum. Reclassified, English-only, and initially fluent students use ELD time to deploy for additional Reading instruction. Placement in these classes depends on each student's assessment scores administered throughout the school year. Resource Specialist Program (RSP) students has provided support throughout the school day. Some RSP students receive further intervention in reading from the RSP staff in the afternoon. The resource teacher, reading intervention teacher and two paraprofessionals provides reading intervention for selected students throughout the day.

The passion statement for our school is: "We at Mark Twain School will not rest until every student receives effective instruction with timely academic mobility and a positive attitude radiates throughout the school." In addition to regular fourth and fifth grade curriculum, intervention is a key component to Mark Twain's entire program.

Our school offers intervention programs in reading, writing, 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. The Literacy Coaches and the Resource Teacher to provide further support and expertise.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 4	268
Grade 5	286
Total Enrollment	554

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.4
Asian	0.7
Filipino	0.2
Hispanic or Latino	91.3
White	4.3
Socioeconomically Disadvantaged	90.4
English Learners	16.8
Students with Disabilities	9.7
Foster Youth	0.5
Homeless	1.4

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	23	28	146
Without Full Credential	3	2	0	28
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2018

Mark Twain Elementary School has sufficient textbooks and instruction materials for each student and are from the most recent adoption.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson System of Courses 2016 - RLA - 2016 Pearson Education, Inc.	Yes	0
Mathematics	Pearson System of Courses 2016 - Math - 2016 Pearson Education, Inc.	Yes	0
Science	Amplify Science - 2019 - Amplify Education, Inc.	Yes	0
History-Social Science	Pearson Scott Foresman, Scott Foresman History-Social Science for California 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: August, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Mark Twain custodial staff follows a daily schedule to make sure classrooms are clean and ready for the following day.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	33	36	33	38	50	50
Mathematics (grades 3-8 and 11)	26	25	19	24	38	39

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	546	535	97.99	2.01	35.70
Male	261	257	98.47	1.53	30.35
Female	285	278	97.54	2.46	40.65
Black or African American	16	15	93.75	6.25	13.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	501	496	99.00	1.00	35.48
Native Hawaiian or Pacific Islander					
White	21	20	95.24	4.76	60.00
Two or More Races					
Socioeconomically Disadvantaged	497	489	98.39	1.61	33.95
English Learners	231	225	97.40	2.60	32.44
Students with Disabilities	55	52	94.55	5.45	9.62
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	546	538	98.53	1.47	24.72
Male	261	257	98.47	1.53	26.46
Female	285	281	98.60	1.40	23.13
Black or African American	16	15	93.75	6.25	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	501	497	99.20	0.80	23.74
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	21	20	95.24	4.76	60.00
Two or More Races					
Socioeconomically Disadvantaged	497	492	98.99	1.01	23.17
English Learners	231	229	99.13	0.87	24.89
Students with Disabilities	55	51	92.73	7.27	5.88
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.1	15.6	7.2

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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 Trimester Awards Ceremonies-awards in behavior, attendance, and academics
- Attending Parent-Teacher conferences
- Volunteering in classrooms and on field trips
- Attending PBIS Activities
- Coming to Spelling Bee to support their child
- Talent show preparation or be in the audience
- Attending Band Performances
- Volunteering for supervision of school activities
- Attending and participating in the Annual Caine's Arcade Global Cardboard Challenge
- Attending and participating in the Annual NEA's Read Across America Day

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	6.5	5.4	2.9	6.4	5.5	5.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.2	0.5	0.6	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The safety plan was reviewed, updated, and discussed with faculty August 14, 2019. The comprehensive School Safety Plan includes: Child Abuse Reporting Policies and Procedures, Disaster Procedures (Routine and Emergency), Policies for Pupils Committing Serious Acts Which would Lead to Suspension, Procedures to Notify Teachers of Dangerous Pupils, Sexual Harassment Policy, Dress Code, Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, Procedures for Providing a Safe and Orderly Environment Conducive to Learning at School, Procedures on School Discipline, Student Safety and Campus Security Joint Operating Procedures and Policies for Student Health.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
4	25		11		26		11		24		11	
5	25		10		24	1	11		25	1	11	
Other**	10	1										

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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)	3.5
Other	1.3

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8101.73	\$2749.99	\$5351.73	\$68,074.36
District	N/A	N/A	\$8955.86	\$72,191.00
Percent Difference - School Site and District	N/A	N/A	-50.4	-5.9
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-33.5	-6.9

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

Types of Services Funded (Fiscal Year 2018-19)

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 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 audio tapes, lesson plans, and databases. Technology-based materials do not include the equipment required to make use of those materials."

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,098	\$46,208
Mid-Range Teacher Salary	\$74,310	\$72,218
Highest Teacher Salary	\$98,748	\$92,742
Average Principal Salary (Elementary)	\$114,379	\$134,864
Average Principal Salary (Middle)	\$119,368	\$118,220
Average Principal Salary (High)	\$127,918	\$127,356
Superintendent Salary	\$162,010	\$186,823
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	39	39	68

Prior to the beginning of school, the district provides four days for staff development in Kagan Structures, Renaissance Learning, STAR, Mangahigh Math, First-Aid and CPR Trainings. Staff is given additional opportunities for professional development in the form of conferences and workshops throughout the school year. The workshops include training for MTSS, Integrated ELD, Language Improvement, PBIS and Personalized Learning. Mark Twain also has 39 two-hour professional developments each Wednesday for teacher collaboration, Imagine Math, Amplify Science, MTSS, and Mindfulness programs. The teachers are supported during implementation through in-class coaching, teacher-principal meetings, student performance data reporting, etc.