

Mark Twain Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

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	JJ Albert
Email Address	jjalbert@corcoranunified.com
Website	http://marktwain.corcoranunified.com
County-District-School (CDS) Code	16 63891 6010367

District Contact Information (School Year 2020-2021)

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 2020-2021)

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 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 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, 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.

Enrollment for the 2020-2021 school year is 521 students (272 fourth-graders, 249 fifth-graders). Of those, 92.5% are Hispanic/Latino. Approximately 14% of the school population is considered limited in English proficiency, and 28% are reclassified as fluent in English. Spanish is the predominant language among 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 SAVVAS Curriculum (Envision Math and My View ELA). Reclassified, English-only and initially fluent students use ELD time for additional reading instruction (enrichment or intervention). 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 to 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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 4	247
Grade 5	267
Total Enrollment	514

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.2
Asian	1
Filipino	0.2
Hispanic or Latino	91.6
White	4.5
Socioeconomically Disadvantaged	94.4
English Learners	14
Students with Disabilities	8.4
Foster Youth	1.4
Homeless	0.6

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	23	28	28	153
Without Full Credential	2	0	0	16
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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	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	Reflections; CA Series, Hartcourt Publishers 2007	Yes	0

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

School Facility Conditions and Planned Improvements

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

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 1, 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Ceiling tiles need replacing or touch up at the following locations: K-1 and F-5
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Lights or light lenses to be replaced at the following locations: K-1, K-2, D-1, D-2, D-3, E-1, F-1, F-2, F-3, F-4, F-5, G-2, G-3, G-4, G-5, H-Wings Girl's RR, H-Wing Boy's RR, H-1, H-2, and H-3
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	36	N/A	38	N/A	50	N/A
Mathematics (grades 3-8 and 11)	25	N/A	24	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	19	N/A	17	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.4	2.9	5.5	5.4	3.5	3.5
Expulsions	0.0	0.2	0.6	0.4	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.39	3.3	-
Expulsions	0	0.06	-

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The safety plan was reviewed, updated, and discussed with faculty August 31, 2020. 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	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
4	26		11		24		11		34		6	4
5	24	1	11		25	1	11		30		8	3
Other**									14	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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.5

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7259.40	\$6085.55	\$1173.85	\$68,074.36
District	N/A	N/A	\$11909.77	\$75,061
Percent Difference - School Site and District	N/A	N/A	-164.1	-9.8
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-147.4	-10.6

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

Types of Services Funded (Fiscal Year 2019-2020)

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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,090	\$47,145
Mid-Range Teacher Salary	\$77,097	\$74,952
Highest Teacher Salary	\$102,489	\$96,092
Average Principal Salary (Elementary)	\$118,668	\$116,716
Average Principal Salary (Middle)	\$123,844	\$120,813
Average Principal Salary (High)	\$132,714	\$131,905
Superintendent Salary	\$162,010	\$192,565
Percent of Budget for Teacher Salaries	32.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	39	68	40

During four days at the beginning of the 2020-2021 school year, our staff received

- basic first aid training from our district nurse
- were trained on ZOOM features and settings by our site technology coach
- training on how to navigate or new enrichment/intervention app provided by an employee of Freckle
- received training on our new Math curriculum from an employee of EnVision (SAAVAS) Math
- received training on our new ELA curriculum from an employee of MyView (SAAVAS) ELA
- received training on our Science curriculum from an employee of Amplify Science
- received training on how to use and run reports for Renaissance by an employee of Renaissance

Each Wednesday is scheduled as an early release (1:30) for our students so we can have Professional Development Opportunities

- once each month we have our District ELD Coach provide training on topics that are related to our EL students (Designated/Integrated ELD)
- we are working with WestEd to increase our ELD Instruction and have four PD days scheduled
- once each month our site technology coach provides training on topics related to the use and implementation of technology within the classroom (new apps, how-to workshops, coaching, SAMR, DOK)
- we are working with EdElements on personalized learning and approximately once each month we have an activity or direct coaching

Our MTSS team meets with the staff of the Tulare County Office of Education once a month for multi-school training. Then, about once a month we also receive personalized coaching during our MTSS huddles that are scheduled after school. During these trainings, we listening, learn, interact, and implement changes that will cover our Multi-Tier Systems of Support for all of our stakeholders.

Our site Resource Teacher receives 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.

Following unit and district benchmark testing we have the cycle of inquiries scheduled for data analysis and monitoring progress.