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Mark Twain Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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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 http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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

Contact Information (School Year 2016-17)

School 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
E-mail Address	manderson@corcoranunified.com
Web Site	http://marktwain.corcoranunified.com
CDS Code	16-63891-6010367

District Contact Information	
District Name	Corcoran Unified School District
Phone Number	559-992-8888
Superintendent	Richard Merlo
E-mail Address	rmerlo@corcoranunified.com
Web Site	http://corcoranunified.com/

School Description and Mission Statement (School Year 2016-17)

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 coach and the Title I resource teacher to provide further support and expertise.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 4	253
Grade 5	267
Total Enrollment	520

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0
Asian	0.2
Filipino	0.2
Hispanic or Latino	91.5
Native Hawaiian or Pacific Islander	0
White	4.6
Two or More Races	0.2
Socioeconomically Disadvantaged	80.6
English Learners	35
Students with Disabilities	8.8
Foster Youth	1.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	20	16	22	145
Without Full Credential	1	5	3	28
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	1	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.7	1.3
High-Poverty Schools in District	98.7	1.3
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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	Harcourt School Publishers, California Science 2008	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)

<table>
<tr><td colspan="5">School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: October 2016</td></tr>
<tr><td rowspan="2">System Inspected</td><td colspan="3">Repair Status</td><td rowspan="2">Repair Needed and
Action Taken or Planned</td></tr>
<tr><td>Good</td><td>Fair</td><td>Poor</td></tr>
<tr><td>Systems: Gas Leaks, Mechanical/HVAC, Sewer</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Interior: Interior Surfaces</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</td><td>X</td><td></td><td></td><td>Mark Twain custodial staff follows a daily schedule to make sure classrooms are clean and ready for the following day.</td></tr>
<tr><td>Electrical: Electrical</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Restrooms/Fountains: Restrooms, Sinks/ Fountains</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Safety: Fire Safety, Hazardous Materials</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Structural: Structural Damage, Roofs</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</td><td>X</td><td></td><td></td><td></td></tr>
</table>

Overall Facility Rating (Most Recent Year)

<table>
<tr><td colspan="5">Year and month of the most recent FIT report: October 2016</td></tr>
<tr><td rowspan="2">Overall Rating</td><td>Exemplary</td><td>Good</td><td>Fair</td><td>Poor</td></tr>
<tr><td>X</td><td></td><td></td><td></td></tr>
</table>

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	21	23	21	29	44	48
Mathematics	11	11	11	14	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	4	255	252	98.8	18.6
	5	267	262	98.1	27.9
Male	4	118	117	99.2	17.9
	5	138	136	98.5	18.4
Female	4	137	135	98.5	19.3
	5	129	126	97.7	38.1
Hispanic or Latino	4	238	236	99.2	18.6
	5	241	238	98.8	26.1
White	5	17	15	88.2	60.0
Socioeconomically Disadvantaged	4	200	198	99.0	15.2
	5	229	225	98.3	25.3
English Learners	4	89	88	98.9	11.4
	5	94	94	100.0	24.5
Students with Disabilities	4	22	22	100.0	4.5
	5	28	27	96.4	3.7

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 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.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	4	256	253	98.8	9.9
	5	267	262	98.1	11.4
Male	4	118	117	99.2	16.2
	5	138	136	98.5	10.3
Female	4	138	136	98.5	4.4
	5	129	126	97.7	12.7
Hispanic or Latino	4	239	237	99.2	10.6
	5	241	238	98.8	11.3
White	5	17	15	88.2	13.3
Socioeconomically Disadvantaged	4	200	198	99.0	8.6
	5	229	225	98.3	10.7
English Learners	4	90	89	98.9	6.7
	5	94	94	100.0	8.5
Students with Disabilities	4	22	22	100.0	9.1
	5	28	27	96.4	

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	25	25	37	31	36	35	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	267	258	96.6	36.8
Male	138	133	96.4	35.3
Female	129	125	96.9	38.4
Hispanic or Latino	241	235	97.5	35.3
White	17	14	82.4	64.3
Socioeconomically Disadvantaged	229	221	96.5	36.7
English Learners	94	92	97.9	25.0
Students with Disabilities	28	27	96.4	44.4

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.8	19.4	9.1

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- • Pupil suspension rates;
- • Pupil expulsion rates; and
- • Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	7.8	10.3	8.0	7.5	6.4	4.4	3.8	3.7
Expulsions	10.2	0.4	0.2	0.1	0.7	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2012-2013
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
4	27		9		26		10		26		10	
5	28		9		26	1	9		26	1	9	
Other	11	1										

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	1	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,010	$2,106	$5,994	$65,814
District	N/A	N/A	$5,994	$65,618
Percent Difference: School Site and District	N/A	N/A	0.0	0.3
State	N/A	N/A	$5,677	$67,348
Percent Difference: School Site and State	N/A	N/A	5.6	-2.3

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,439	$42,063
Mid-Range Teacher Salary	$66,390	$64,823
Highest Teacher Salary	$88,255	$84,821
Average Principal Salary (Elementary)	$108,889	$101,849
Average Principal Salary (Middle)	$113,520	$107,678
Average Principal Salary (High)	$107,072	$115,589
Superintendent Salary	$143,575	$169,152
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

In addition to the four designated days for staff development at the beginning of the school year, the school district provides two and a half hours a day each Wednesday for teacher collaboration and other staff development activities. Staff is given additional opportunities for professional development in the form of conferences and workshops throughout the school year. The teachers are supported during implementation through in-class coaching, teacher-principal meetings, student performance data reporting, etc.