

Mark Twain Union Elementary School District

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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/fq/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.

2025-26 School Contact Information

School Name	Mark Twain Union Elementary School District
Street	646 Stanislaus Avenue
City, State, Zip	Angels Camp, Ca, 95222-1239
Phone Number	209-736-6533
Principal	Sara Tutthill
Email Address	stutthill@mtwain.k12.ca.us
School Website	https://www.mtwain.k12.ca.us/
Grade Span	
County-District-School (CDS) Code	05615726003461

2025-26 District Contact Information

District Name	Mark Twain Union Elementary
Phone Number	209-736-1855
Superintendent	Louise Simson
Email Address	lsimson@mtwain.k12.ca.us
District Website	www.mtwain.k12.ca.us

2025-26 School Description and Mission Statement

Mark Twain Elementary School is a rural TK-8 school of approximately 507 students. The district is located in the foothills of Calaveras County in the City of Angels Camp. The district is comprised of Mark Twain Elementary school along with Copperopolis Elementary School. The school staff is committed to providing all students a California State Standards based education with a foundation of best practices and current research.

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	63
Grade 1	39
Grade 2	55
Grade 3	32
Grade 4	58
Grade 5	45
Grade 6	53
Grade 7	74
Grade 8	88
Total Enrollment	507

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
American Indian or Alaska Native	3
Asian	0.4
Black or African American	0.8
Filipino	0.2
Hispanic or Latino	19.7
Two or More Races	5.1
White	70.8
English Learners	8.9
Foster Youth	1.8
Homeless	2
Socioeconomically Disadvantaged	68.6
Students with Disabilities	19.7

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.

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)	15.4	61.98	26.9	70.12	234405.2	84
Intern Credential Holders Properly Assigned	3	12	4	10.39	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.5	10.04	2.5	6.52	11953.1	4.28
Unknown/Incomplete/NA	3.9	15.93	4.9	12.94	15831.9	5.67
Total Teaching Positions	24.9	100	38.4	100	279044.8	100

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.

2022-23 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)	13.7	59.81	24.7	70.73	231142.4	83.24
Intern Credential Holders Properly Assigned	2	8.7	3	8.57	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.8	12.4	2.8	8.15	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.4	10.53	2.4	6.92	11746.9	4.23
Unknown/Incomplete/NA	1.9	8.48	1.9	5.57	14303.8	5.15
Total Teaching Positions	22.9	100	34.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	9.9	41.35	18.2	52.34	230039.4	100
Intern Credential Holders Properly Assigned	5	20.84	7	20.12	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.5	19.05	4.5	13.14	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.7	11.3	3.2	9.26	12112.8	4.34
Unknown/Incomplete/NA	1.7	7.42	1.7	5.12	13705.8	4.91
Total Teaching Positions	23.9	100	34.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	2.8	1.8
Misassignments	0.00	0	2.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	2.8	4.5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.50	1.5	0.8
Local Assignment Options	0.90	0.8	1.8
Total Out-of-Field Teachers	2.50	2.4	2.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	23.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The most recent science and social studies TK-6th grade curriculum was adopted in 2023 via the recommendation of the district curriculum committee, parent examination at the district office prior to adoption, open session at a board meeting for discussion, and the recommendation and approval to the school board for SAVVAS Learning.

Year and month in which the data were collected

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5 Collaborative Classroom Grade 6 Intro to Literature HMH (2021) Grades 7-8 Intro to Literature HMH (2021)	0
Mathematics	Grades K-5 California Math Expressions (2018) Grades 6-8 McGraw Hill Glencoe CA Math (2018) Frax Reflex	0
Science	Savvas Learning (2023)	0
History-Social Science	Grades K-6 Savvas Learning (2023) Grades 7 & 8 History Alive Teachers Curriculum Institute (2023)	0
Health	Grades 5, 7, and 8 Positive Prevention Plus (2014) Grades TK-8 Character Strong (2024 Cal Hope Grant through 2027)	0

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

School Facility Conditions and Planned Improvements

Construction on the present campus was started in the 1950s. 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, 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 custodial staff keep the campus clean and maintained.

The exterior was fully repainted in 2024 and flooring upgrades are on a schedule. Extensive repairs to siding, resealing, and playground retrofits were completed in 2025.

Year and month of the most recent FIT report

10/4/2025

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		some carpeting needs replacing
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			some portables need replacing
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		some windows need replacing,

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	21	33	24	34	47	48
Mathematics (grades 3-8 and 11)	8	16	10	19	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	352	344	97.73	2.27	32.85
Female	171	167	97.66	2.34	40.72
Male	181	177	97.79	2.21	25.42
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	74	73	98.65	1.35	21.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	19	95.00	5.00	52.63
White	242	236	97.52	2.48	34.32
English Learners	41	41	100.00	0.00	7.32
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	245	240	97.96	2.04	31.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	68	100.00	0.00	16.18

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	353	346	98.02	1.98	15.90
Female	172	168	97.67	2.33	10.71
Male	181	178	98.34	1.66	20.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	74	73	98.65	1.35	16.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	20	95.24	4.76	15.00
White	242	237	97.93	2.07	15.61
English Learners	41	41	100.00	0.00	12.20
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	245	240	97.96	2.04	12.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	69	100.00	0.00	5.80

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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	13.51	13.28	13.1	16.56	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	133	129	96.99	3.01	13.18
Female	70	69	98.57	1.43	10.14
Male	63	60	95.24	4.76	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	31	31	100.00	0.00	12.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	90	87	96.67	3.33	12.64
English Learners	15	15	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	89	86	96.63	3.37	6.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	0.00

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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	100%	100%	100%	100%	100%
Grade 7	97%	97%	97%	97%	97%

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.

2025-26 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	557	544	136	25.0
Female	272	264	62	23.5
Male	285	280	74	26.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	16	16	7	43.8
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	112	108	23	21.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	28	7	25.0
White	390	382	96	25.1
English Learners	52	52	10	19.2
Foster Youth	12	11	3	27.3
Homeless	19	19	5	26.3
Socioeconomically Disadvantaged	391	382	103	27.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	112	109	31	28.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
10.23	8.96	3.41	11.61	8.29	4.88	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.41	0.00
Female	0.37	0.00
Male	6.32	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.79	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.90	0.00
White	3.85	0.00
English Learners	3.85	0.00
Foster Youth	0.00	0.00
Homeless	5.26	0.00
Socioeconomically Disadvantaged	2.81	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.36	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Mark Twain Elementary reviews its safety plan annually, a review of the current plan took place in December 2025. 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.

Components of the Comprehensive School Safety Plan (EC 32281) include:

- (A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
 - (B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)
 - (C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
 - (D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
 - (E) Sexual Harassment Policies (EC 212.6 [b])
 - (F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
 - (G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
 - (H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)
 - (I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)
 - (K) Hate Crime Reporting Procedures and Policies
 - (J) Procedures to Prepare for Active Shooters
- Procedures for Preventing Acts of Bullying and Cyber-bullying
Opioid Prevention and Life-Saving Response Procedures
Response Procedures for Dangerous, Violent, or Unlawful Activities
Instructional Continuity Plan
Engagement with Pupils and Families
Access to Instruction
Instructional Continuity
Access (Equity, Accessibility, and Inclusion)
Professional Learning
Well-Being and Support Services
Site-Based Collaboration
Return to Site-Based Learning
Integration with Comprehensive School Safety Plan (CSSP)
Review and Updates of this Instructional Continuity Plan (ICP)
Procedures for Immigration Enforcement Notification
Procedures Regarding Pupil Smartphone Use During Emergencies

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	21	1	2	0
1	24	0	1	0
2	24	0	2	0
3	23	0	2	0
4	30	0	1	0
5	30	0	1	0
6	30	0	1	0
Other	15	5	3	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	20	2		
1	28		2	
2	24		1	
3	26		2	
4	30		1	
5	32		1	
6	33			
Other	20	2	3	

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	14	2	1	
1	19	2		
2	19	2		
3	23		1	
4	29		2	
5	4	8	1	
6	32		1	
Other	21	2		1

2024-25 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	394.29

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$13,068	6,875	6,193	\$71,806
District	N/A	N/A	\$6,584	\$74,498
Percent Difference - School Site and District	N/A	N/A	-6.1	2.7
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	-54.0	-10.1

Fiscal Year 2024-25 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 twice or more 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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$53,087	\$55,248
Mid-Range Teacher Salary	\$78,657	\$80,746
Highest Teacher Salary	\$121,331	\$109,655
Average Principal Salary (Elementary)	\$114,988	\$133,828
Average Principal Salary (Middle)	\$114,246	\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$146,316	\$155,954
Percent of Budget for Teacher Salaries	27.69%	25.26%
Percent of Budget for Administrative Salaries	5.63%	6.12%

Professional Development

Staff development is a high priority at our site and for the district. 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. Probationary teachers receive induction support through Teachers College of San Joaquin and staff mentors well. Paraprofessional staff continue to receive professional development surrounding supports for Special Education students.

Professional Development

Additional staff development this school year has supported implementation of I-Ready Assessments, Character Strong Implementation and Saavas Science Curriculum Implementation and a District Math Coach.

Due to budget reductions, there is only one Professional Development full day. Every Friday for the last two hours of the contract day is professional development and collaboration time (31 days).

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	0	31	31