

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mark Twain Elementary School	19-64691-6014906	10/05/2022	10/20/2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

LESD is deeply committed to raising the bar and closing learning gaps for all students. As a result, the board made a resolution that translated the eight state priorities into the following 4 goals that drive our LCAP: (1) increasing academic achievement, (2) ensuring access and equity, (3) improving parent and student engagement, and (4) providing 21st-century learning environments. Our SPSA is organized around these four district goals. It includes action items funded by both supplemental and concentration as well as Title I funds, enabling us to utilize these funds to provide supplemental services to each targeted population. By organizing all of the district’s initiatives and spending into the four LCAP goals, the district is able to ensure that these activities funded from various state and federal sources are not duplicative and support common outcomes.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the course of the school year, parents, teachers, and other staff members participate in the LCAP survey. These results are used to determine district LCAP priorities. In addition to this, teachers will take survey regarding professional development.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Ed Services walkthroughs: Growth and improvement in the district's instructional focus area - intentional questioning to support academic discourse and student critical thinking across all content areas - are measured through the classroom walkthrough protocol data that is utilized twice monthly at each school by the principal and members of the Educational Services team. The data collected with this instrument is analyzed bi-monthly to measure impact and implementation of the instructional focus.

Principal walkthroughs:

Principal will conduct weekly walkthroughs to support instructional practices that support with our District professional development.

Principal will conduct the evaluation process as reference by LESD standards.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The ELPAC is administered annually to help determine the English language proficiency of all students who are English Learners, measure their growth over time, and to determine eligibility for reclassification as fluent English proficient (RFEP). It is also used to evaluate the effectiveness of designated and integrated ELD.

The district administers STAR reading 4x per year to all students to assess reading proficiency and modify instruction as appropriate. Locally designed formative math assessments are given each trimester in elementary, and IABs are administered in middle school math classes for the same purpose. Curriculum-embedded English Language Arts assessments are used K-8 to assess student progress, specifically Units 2 and 5 in elementary. Unit 5 also serves as a reclassification criterion for K-3 students.

ELA / SLA adoption curriculum, the Benchmark assessment component will be looked at very closely to support teachers in how to assess and read results. Furthermore, Spanish assessments will be piloted this year to support Dual Immersion. Professional learning communities of teachers and other staff will use the data to develop, design, and implement instruction. Summative and formative assessments will be used to determine student needs for interventions, staff development, purchase of materials, lesson plans, and classroom support.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

To monitor student progress, the principal, assistant principal, and TOSA leadership team continually benchmark/unit assessments from both the ELA /SLA curriculum (Benchmark Advance) and the math curriculum (Everyday Math). Professional development time and collaboration time are utilized to discuss findings and instructional implications with teachers

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the teachers and instructional aides at Mark Twain are NCLB Highly Qualified.

Staff development continues at the district level and at the site level. Teachers will receive grade-level specific professional development in the areas of foundational skills and in the technique of close reading to move students in the area of language arts with the support of our Language Arts Specialist and Ed. Services. Furthermore, Professional development on Benchmark Advance / Adelante curriculum will be given with support from LAS and ELIRT for ELA / SLA. Dual Immersion teachers will collaborate and receive professional development from District. Special Education staff will receive differentiated PD from the District office.

Twain school has a Language Arts Specialist paid for through district funds. We also have two bilingual 23 hours per week instructional aides and one 14-hour aide working with students identified as far below in the area of foundational skills using the pull-out and push in and working with small groups, one on one, and alongside the classroom teacher. Students are determined based on data and progress monitoring tools with the support of LAS and classroom teacher. We also have a part-time Math TOSA (teacher on special assignment) that supports the implementation of Everyday math and coaches teachers with math modeled lessons and CGI approaches. To support teachers with math, Math TOSA works with instructional aides working along side with classroom teachers, grades K-5th, supporting students who need re-enforcement with mathematical foundational skills. To support Dual Immersion Kinder, we have 1 Bilingual instructional Dual Immersion aide who works 23 hours funded by the District.

In addition, we have a community liaison who supports our ELIRT with parent outreach. Our ELIRT identifies students by supporting teachers with CELDT / ELPAC result support, works with our EL parents regarding English learners levels and reclassification, along with assistance in PTA and ELAC.

Teachers meet in grade-level teams meet two times a month to discuss grade-level needs, student data, and academic goals, in addition to collaboration days through the trimester. Teachers discuss the strategies they will use in their classrooms for their focus area, the assessments to monitor progress, and they share resources and ideas that will support student achievement.

Mark Twain also has a 1 Learning Center Teacher, Speech Pathologist 0.5 of the week, and a School Psychologist 0.5 of the week who service students with IEPS and students who are in our Response to Intervention (RT) Team.

Instructional Assistants in the Learning Center and Literacy Center meet with supporting staff and Principal to discuss intervention programs and processes, progress monitoring, mandated reporter, suicide prevention, and PBIS. Furthermore, they meet with a support staff twice a trimester to review data and student progress.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are fully credentialed and receive on-going professional development through the school year based on Board adopted curriculum.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff professional development is aligned to district and site goals related to the implementation of the standards-based curriculum. Staff development time is also dedicated to assessing student data and work in order to make informed instructional decisions.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

A Language Arts Specialist, Math TOSA, and English Learner Instructional Resource Teacher are all available on-site to provide ongoing instructional assistance and support for teachers.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers have 50 minutes of structured collaboration time per week while students are at PE. Additionally, teachers have 50% of Tuesday afternoons to participate in grade level collaboration for 75 minutes each session.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Twain School currently uses key standards in each classroom that have been adopted by the Lawndale Elementary School District and align with the California State Standards. In addition, Mark Twain uses both the English Language Arts Standards and the English Language Development Standards. The core curriculum is supported through district-adopted textbooks and supplemented with additional literacy materials that are housed in the Literacy Center and Library. Each teacher has materials that support this model as well as access to supplemental materials available in the Literacy Center. The current Language Arts adopted program is Benchmark / Adelante. Each teacher has materials that support this model as well as access to supplemental materials available in the literacy center.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Twain adheres to recommended instructional minutes for reading/language arts, ELD, P.E., and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Trimester Maps used in all academic core curriculum areas. Grade levels as well develop planning guides and co-plan lessons.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The core curriculum is in alignment with the California State adopted textbook list and follows standards-based instruction. In addition, supplemental resources are available to all teachers that are aligned with the standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE adopted standards aligned-instructional materials are used in all core curricular areas.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Mark Twain provides multiple services to under performing students: 1) Interventions: before and after school programs that target literacy, math, and English Language Development, 2) push-in small group instruction: instructional assistants, Learning Center Teachers, Language Arts Specialist pull students for small group instruction in the classrooms and 3) Pullout small group instruction: instructional assistants, Learning Center Teachers and Language Arts Specialist and intervention teacher pulls out students for small group instruction as well as a push in model. Math TOSA, ELIRT, and Language Arts Specialist support teachers with professional development on differentiating instruction and providing classroom tier 2 services.

In addition to this, monthly MTSS meetings are held with Learning Center Teacher, Speech Pathologist, School Psychologist, LAS, Math TOSA, District RTI TOSA, Social Worker and Principal to address students and support staff with research-based strategies.

Evidence-based educational practices to raise student achievement

The district's instructional focus on intentional questioning to support academic discourse and student critical thinking across all content areas pushes teachers to utilize grade level appropriate assignments, allows students to express their thinking, and engages students in what they are learning. Video and transcripts of student discussions are used as learning tools for teachers and school leaders to measure the impact of instruction for all students and to make adjustments as necessary (i.e. sentence frames for students with low levels of English proficiency). The instructional focus and monitoring tools have remained consistent for three years to enable teachers and school leaders to acquire, implement, and assess improved practices. This sustained focus on academic discourse has enabled teachers and school leaders to develop shared vocabulary and strategies across the district, and data analysis allows all stakeholders to share in the celebration of improved student achievement (in ELA), and to share accountability for continued struggles (in math) and planning for reducing the number of students working below grade level.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Family University (FamilyU) is LESD's parent engagement program created to empower parents to get involved in their child's education and at their schools. FamilyU recognizes our parents for their volunteering efforts, attending workshops, and participating in school and district committee meetings across the district.

We strive to ensure all families feel welcome at our school. Through FamilyU we aim to create a genuine connection with our families by building capacity in our parents to share their voice and become advocates for their child's education.

Parents are encouraged to assist with the preparation of materials and instruction in the classroom. Their presence validates the importance of education for their children. The community liaison plays a vital role in bridging the gap between home and school, as she works to involve families in school activities. She helps to connect families with a variety of service providers within the District and the community.

Mark Twain proudly supports and hosts the following parent workshops/meetings:

- Annual Title 1 Meeting
- Back to School Night & Open House
- School Site Council Meetings
- ELAC Parent Meetings
- Annual Parent Surveys
- Family Nights
- Parent Content Workshops
- Parent Social-Emotional Workshops
- PTA Monthly Sponsored Events
- Garden Workshops
- Coffee with the Principal

Additional resources provided to parents and families include: OTTP

- Annual Eye Exams
- Annual Dental Screenings
- Realizing Amazing Potential (RAP) after-school program
- Resource Teacher
- Health Aide on-site - 5 hours per day
- School Psychologist (.5 FTE)
- Adaptive P.E. Specialist
- Occupational Therapist (.25)
- Bilingual Language Arts Specialist
- Parent Center
- Parent Spotlight Monthly Meetings for Testing and Nutrition
- P.S. Arts
- Attendance Goals
- Parent Workshops across District

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Each year, the Lawndale Elementary School District community is surveyed to assess family needs and review any parent suggestions for the instructional program. From this data, educational opportunities are designed to assist families in helping their children be successful at school. Parent involvement activities are scheduled to increase parent knowledge of strategies that can be used at home to improve student achievement.

Parents and community members are encouraged to participate in school support and governance bodies such as the PTA, School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, District Parent Advisory Committee and other district and site based committees in order to have a voice in the planning, implementation, and evaluation of ConApp programs (Title I, II, III, and IV).

Through staff participation in SSC/ELAC, leadership team meetings, collaborative grade level teams, and staff meetings, teachers are included in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

All Lawndale schools operate schoolwide Title I programs, and use those funds to provide the following services to improve instruction and outcomes for students who are working below grade level:

Extended learning

Interventions

Instructional assistants to implement targeted interventions

Sub release time for planning and refining integrated and designated ELD

Sub release time for lesson study/lab days with the goal of improving instructional practices through collaborative planning, lesson observation, and debriefing.

Before- and/or afterschool newcomer ELD interventions to develop basic English with extensive oral practice

Technology to increase access to differentiation and intervention materials

Conferences for teachers to learn how to better differentiate instruction for underperforming students

Fiscal support (EPC)

The district provides ongoing communication and support in fiscal management.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) consists of the following stakeholders: parents, community members, the principal, certificated teachers, and classified employees. SSC meets on a monthly basis to review, discuss, and give input on the creation of the school's areas of need, goals, and action plans. The SSC approves budget allocations and all changes to the SPSA. In addition, the SSC reviews action items for effectiveness and makes recommendation based on the data provided during the reviews. Additionally, our ELAC advises the principal and staff on programs and services for English learners and the SSC on the development of the Single Plan for Student Achievement (SPSA).

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	8.13%	6.7%	5.32%	46	36	30
Asian	9.36%	8.5%	8.51%	53	46	48
Filipino	0.71%	0.6%	0.89%	4	3	5
Hispanic/Latino	67.31%	69.9%	69.86%	381	378	394
Pacific Islander	0.35%	0.4%	0.35%	2	2	2
White	8.83%	9.1%	9.22%	50	49	52
Multiple/No Response	2.3%	2.2%	3.37%	13	12	19
	Total Enrollment			566	541	564

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	103	95	102
Grade 1	99	99	99
Grade 2	98	96	95
Grade3	100	95	93
Grade 4	77	91	92
Grade 5	89	65	83
Total Enrollment	566	541	564

Conclusions based on this data:

1. Twain's enrollment has rebounded from 541 in 2020-21, to 564 in 2021-22. Current enrollment is 595 for the 2022-23 school year.
2. The increase in enrollment can attributed to the popularity of the dual-immersion program and LESD' Independent Studies program being housed at Twain.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	202	177	158	35.8%	31.3%	29.2%
Fluent English Proficient (FEP)	75	97	76	13.3%	17.1%	14.0%
Reclassified Fluent English Proficient (RFEP)	2	41	8	1.0%	20.3%	4.5%

Conclusions based on this data:

1. A significant portion of EL students are reclassified by the 5th grade at Twain.
2. Kinder EL data is finalized in October to get an accurate count.
3. Broadly speaking, the number of English Learner students enrolled at Twain has decreased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	70		97	70		0	70		0	100		0.0
Grade 4	87		91	86		0	86		0	98.9		0.0
Grade 5	85		65	85		0	85		0	100		0.0
All	242		253	241		0	241		0	99.6		0.0

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2456.			41.43			22.86			17.14			18.57		
Grade 4	2488.			32.56			23.26			27.91			16.28		
Grade 5	2543.			34.12			36.47			22.35			7.06		
All Grades	N/A	N/A	N/A	35.68			27.80			22.82			13.69		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	34.29			48.57			17.14			
Grade 4	27.91			51.16			20.93			
Grade 5	34.12			50.59			15.29			
All Grades	31.95			50.21			17.84			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	38.57			41.43			20.00		
Grade 4	29.07			52.33			18.60		
Grade 5	40.00			50.59			9.41		
All Grades	35.68			48.55			15.77		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	31.43			60.00			8.57		
Grade 4	15.12			75.58			9.30		
Grade 5	21.18			71.76			7.06		
All Grades	21.99			69.71			8.30		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	34.29			44.29			21.43		
Grade 4	23.26			61.63			15.12		
Grade 5	44.71			44.71			10.59		
All Grades	34.02			50.62			15.35		

Conclusions based on this data:

1. There was a significant increase in ELA for a 4th-grade students since 2016-17 with a 9% increase, although 2018-19 was at 64%. ELA SBAC data is noted as: 3rd- 63%, 4th grade: 64%, 5th grade 70% of students exceeding or meeting standards, There was a significant growth made in 5th grade with 70% of students meeting or exceeding standards.
2. Students at Mark Twain continue to exceed in ELA SBAC when compared to District average when compared by grade level . The data is noted as followed: T= Twain and D= District average. 3rd- 63.3% (T) / 51.30% (D) 4th grade: 64% (T) / 49% (D), 5th grade 70% (T) / 47% (D).
3. There continues to be a need to dissect this data further and ensure that all students meet the Common Core State Standards. We will continue to analyze data with teachers to improve instruction and increase student achievement. Data analysis will occur during PE collaboration time for teachers and staff meetings with support from our site LAS, ELIRT and Math TOSA.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	71		97	70		0	70		0	98.6		0.0
Grade 4	87		91	86		0	86		0	98.9		0.0
Grade 5	85		65	85		0	85		0	100		0.0
All	243		253	241		0	241		0	99.2		0.0

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2464.			34.29			32.86			20.00			12.86		
Grade 4	2496.			22.09			34.88			32.56			10.47		
Grade 5	2569.			49.41			21.18			25.88			3.53		
All Grades	N/A	N/A	N/A	35.27			29.46			26.56			8.71		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3				52.86			28.57			18.57
Grade 4				38.37			41.86			19.77
Grade 5				58.82			34.12			7.06
All Grades				49.79			35.27			14.94

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3				31.43			54.29			14.29
Grade 4				29.07			48.84			22.09
Grade 5				43.53			43.53			12.94
All Grades				34.85			48.55			16.60

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	38.57			42.86			18.57		
Grade 4	29.07			50.00			20.93		
Grade 5	40.00			45.88			14.12		
All Grades	35.68			46.47			17.84		

Conclusions based on this data:

1. 67% of 3rd grade students met or exceeded standards, 57% of 4th grade students met or exceeded standards, and 70% of 5th grade students met or exceeded standards. There was an increase across all grades levels. We will monitor current 5th grade students as cohort was at 65% in 2017-18 and regressed to 57% while in 4th grade.
2. Student proficiency in math continues to be above average when compared to Lawndale schools. Although there was not a significant amount of growth in math for 3rd grade, the average growth grades 3rd -5th, had an average growth in math by an increase of 6.3%+ at 64.6% at met or exceeding standards.
3. For 2019-20 Mark Twain teachers will be looking at warm ups very closely to support with target grade-level concepts and standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1458.1	1438.7	1440.3	1474.3	1453.7	1463.5	1420.0	1403.9	1386.0	45	33	29
1	1486.3	1446.2	1454.1	1490.1	1468.4	1474.9	1481.9	1423.5	1432.9	36	46	29
2	1517.3	1489.2	1490.7	1518.6	1498.4	1508.0	1515.5	1479.6	1472.8	29	37	33
3	1524.5	1523.5	1507.6	1524.7	1531.5	1513.8	1523.9	1515.2	1500.9	40	24	42
4	1516.4	1555.9	1536.9	1512.8	1555.2	1543.2	1519.5	1556.1	1530.2	19	28	24
5	1544.9	1559.6	*	1529.6	1556.8	*	1559.7	1562.1	*	17	16	8
All Grades										186	184	165

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	51.11	12.12	31.03	31.11	54.55	37.93	*	27.27	24.14		6.06	6.90	45	33	29
1	55.56	17.39	13.79	30.56	34.78	31.03	*	34.78	34.48	*	13.04	20.69	36	46	29
2	65.52	24.32	27.27	*	56.76	39.39	*	8.11	21.21		10.81	12.12	29	37	33
3	32.50	50.00	21.95	50.00	29.17	53.66	*	12.50	14.63	*	8.33	9.76	40	24	41
4	*	57.14	37.50	*	42.86	50.00	*	0.00	12.50	*	0.00	0.00	19	28	24
5	64.71	81.25	*	*	12.50	*	*	0.00	*		6.25	*	17	16	*
All Grades	50.54	33.70	24.39	35.48	41.30	45.12	11.83	16.85	20.73	*	8.15	9.76	186	184	164

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	64.44	21.21	44.83	*	42.42	37.93	*	30.30	13.79	*	6.06	3.45	45	33	29
1	75.00	34.78	37.93	*	41.30	34.48	*	17.39	20.69	*	6.52	6.90	36	46	29
2	82.76	51.35	48.48	*	35.14	30.30	*	5.41	15.15		8.11	6.06	29	37	33
3	67.50	66.67	51.22	*	25.00	39.02	*	0.00	4.88	*	8.33	4.88	40	24	41
4	63.16	78.57	79.17	*	21.43	20.83		0.00	0.00	*	0.00	0.00	19	28	24
5	76.47	81.25	*	*	12.50	*	*	0.00	*		6.25	*	17	16	*
All Grades	70.97	50.54	51.83	19.89	32.61	33.54	6.45	10.87	10.37	*	5.98	4.27	186	184	164

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	33.33	3.03	6.90	28.89	45.45	17.24	31.11	45.45	58.62	*	6.06	17.24	45	33	29
1	41.67	6.52	3.45	*	23.91	20.69	*	32.61	31.03	*	36.96	44.83	36	46	29
2	51.72	8.11	9.09	*	48.65	48.48	*	27.03	21.21	*	16.22	21.21	29	37	33
3	*	37.50	7.32	32.50	29.17	36.59	45.00	20.83	41.46	*	12.50	14.63	40	24	41
4	*	32.14	16.67	*	46.43	45.83	*	21.43	25.00	*	0.00	12.50	19	28	24
5	*	37.50	*	*	43.75	*	*	12.50	*		6.25	*	17	16	*
All Grades	34.41	16.85	7.93	31.72	38.59	33.54	24.73	28.80	37.80	9.14	15.76	20.73	186	184	164

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	75.56	21.21	41.38	*	66.67	55.17	*	12.12	3.45	45	33	29
1	80.56	63.04	34.48	*	32.61	58.62	*	4.35	6.90	36	46	29
2	79.31	45.95	30.30	*	45.95	66.67		8.11	3.03	29	37	33
3	42.50	29.17	31.71	47.50	66.67	58.54	*	4.17	9.76	40	24	41
4	68.42	46.43	66.67	*	53.57	33.33	*	0.00	0.00	19	28	24
5	64.71	18.75	*	*	75.00	*		6.25	*	17	16	*
All Grades	68.28	41.30	38.41	27.96	52.72	56.71	*	5.98	4.88	186	184	164

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	62.22	33.33	44.83	31.11	60.61	48.28	*	6.06	6.90	45	33	29
1	66.67	19.57	37.93	30.56	71.74	55.17	*	8.70	6.90	36	46	29
2	89.66	43.24	54.55	*	48.65	39.39		8.11	6.06	29	37	33
3	82.50	83.33	73.17	*	8.33	21.95		8.33	4.88	40	24	41
4	63.16	85.71	79.17	*	14.29	20.83	*	0.00	0.00	19	28	24
5	76.47	87.50	*	*	6.25	*	*	6.25	*	17	16	*
All Grades	73.12	51.09	60.37	23.66	42.39	34.76	*	6.52	4.88	186	184	164

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	28.89	0.00	3.45	71.11	87.88	65.52		12.12	31.03	45	33	29
1	58.33	21.74	10.34	*	45.65	41.38	*	32.61	48.28	36	46	29
2	58.62	21.62	33.33	*	62.16	45.45	*	16.22	21.21	29	37	33
3	*	25.00	12.20	72.50	58.33	58.54	*	16.67	29.27	40	24	41
4	*	28.57	12.50	68.42	67.86	70.83	*	3.57	16.67	19	28	24
5	*	37.50	*	*	56.25	*	*	6.25	*	17	16	*
All Grades	34.41	20.65	14.02	54.30	62.50	57.93	11.29	16.85	28.05	186	184	164

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	55.56	45.45	13.79	31.11	51.52	62.07	*	3.03	24.14	45	33	29
1	30.56	6.52	6.90	58.33	54.35	62.07	*	39.13	31.03	36	46	29
2	48.28	13.51	6.25	37.93	67.57	75.00	*	18.92	18.75	29	37	32
3	37.50	41.67	17.07	60.00	45.83	68.29	*	12.50	14.63	40	24	41
4	*	39.29	25.00	*	60.71	66.67	*	0.00	8.33	19	28	24
5	70.59	68.75	*	*	25.00	*		6.25	*	17	16	*
All Grades	46.77	29.89	12.88	44.62	53.80	68.71	8.60	16.30	18.40	186	184	163

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Most of our students across grade levels score at moderate and well developed.
2. Flexible groups as needed.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
541	73.8	29.2	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	158	29.2
Foster Youth	3	0.6
Homeless	4	0.7
Socioeconomically Disadvantaged	399	73.8
Students with Disabilities	40	7.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	36	6.7
American Indian or Alaska Native		
Asian	46	8.5
Filipino	3	0.6
Hispanic	378	69.9
Two or More Races	12	2.2
Native Hawaiian or Pacific Islander	2	0.4
White	49	9.1

Conclusions based on this data:

1. With 14 different languages spoken at Mark Twain and 35% of students being English learners, the need to continue to support with differentiated and integrated ELD is essential.

2. 68% of Twain students are socioeconomically disadvantaged students. Mark Twain will continue to provide intervention support for ELA /SLA and Math to support students who are struggling academically. Supports will be in push in models, intervention in Literacy Center and after school teacher interventions.
3. Mark Twain's student demographics by race enrollment is as followed: Hispanic 67%, Asian 9%, White 9.8%, and African American 9.3%.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Green		

Conclusions based on this data:

1. Twain data demonstrates that the suspension rate for all student is low (ranking in the highest performance category). No student group performance falls into the red/orange categories.
2. Student performance in both English Learner Progress and Mathematics fall into the green category, the second highest performance. No student group performance on either of these measures falls into the red/orange categories.
3. Student performance in English Language Arts increased from yellow to blue for the 2018-19 school year.

School and Student Performance Data

Academic Performance English Language Arts

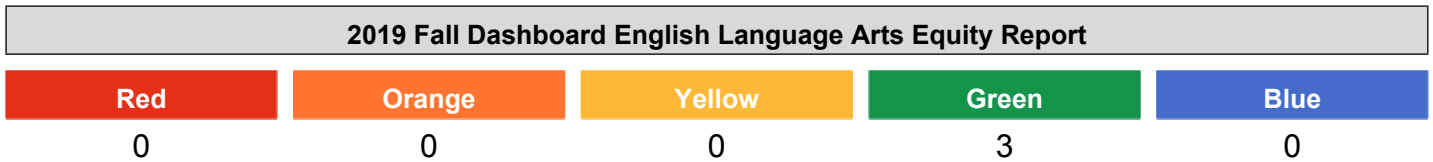
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Green 26.1 points above standard Increased ++8.4 points 248	<p>English Learners</p> Green 13.7 points above standard Increased ++3.7 points 103	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p> Green 10.8 points above standard Increased ++5 points 173	<p>Students with Disabilities</p> No Performance Color 52 points below standard Increased Significantly ++32.8 points 25

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 14.6 points above standard Increased Significantly ++20.0 points 26	 No Performance Color 0 Students	 No Performance Color 78.6 points above standard Increased Significantly ++17.8 points 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 12.4 points above standard Increased ++4.6 points 160	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 No Performance Color 61.5 points above standard Increased Significantly ++20.7 points 22

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
13.5 points below standard Increased ++4.1 points 68	66.6 points above standard Increased ++14.9 points 35	27.2 points above standard Increased ++12.2 points 126

Conclusions based on this data:

- While the Asian, Two or More Races and White subgroups scored in the High performance level for status, scores for all groups declined compared to the previous year. The use of a common ELA curriculum will support increasing growth for all groups.
- While the EL subgroup scored in the Medium performance level for status last year, group scores declined compared to the previous year. The use of a common ELA curriculum and dedicated ELD time will support increasing growth for this group.
- The Socioeconomically Disadvantaged, African American and Students with Disabilities subgroups scored in the Low or Very Low performance level for status.

School and Student Performance Data

Academic Performance Mathematics

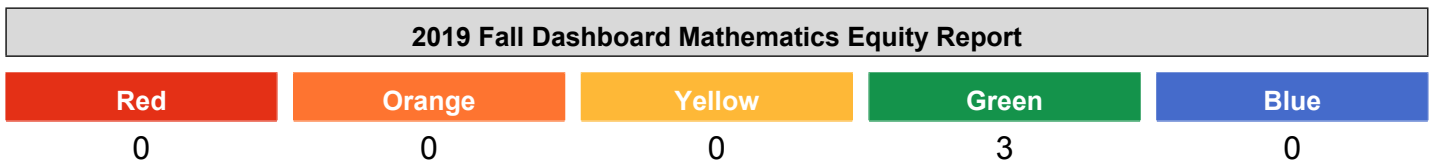
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>25.2 points above standard</p> <p>Increased ++8.5 points</p> <p>246</p>	<p>English Learners</p> <p>Green</p> <p>21.6 points above standard</p> <p>Increased ++5.6 points</p> <p>102</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>13.7 points above standard</p> <p>Increased ++6.5 points</p> <p>172</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>62 points below standard</p> <p>Increased Significantly ++21.6 points</p> <p>23</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0.2 points above standard Increased ++10.2 points 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 72.2 points above standard Increased Significantly ++16.4 points 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 15.1 points above standard Increased ++6.3 points 159	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 54.2 points above standard Increased Significantly ++22.2 points 22	 No Performance Color 54.2 points above standard Increased Significantly ++22.2 points 22

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
1.4 points above standard Increased ++8.2 points 67	60.2 points above standard Increased ++9.8 points 35	20.2 points above standard Increased ++11.4 points 125

Conclusions based on this data:

1. All students scores in the High performance level for status; however, scores for all students declined compared to the previous year. The district-wide focus on math instruction for 19-20 will support schools in math instruction.
2. The English Learner subgroups scored in the High performance level for status and maintained the level from the previous year.
3. While the Hispanic and Socioeconomically Disadvantaged subgroups scored in the High performance level for status, scores for all groups declined compared to the previous year. The district-wide focus on math instruction and ELD for 19-20 school year.

School and Student Performance Data

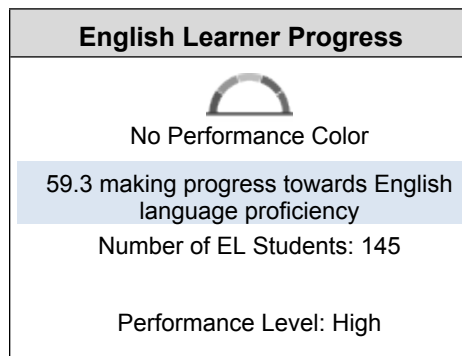
Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.8	15.8	15.8	43.4

Conclusions based on this data:

1. The suspension rate for English Learners is very low (0%) and Twain maintained that level. Twain will continue to implement OARS strategies to support students.
2. Twain will continue to support English Learners through designated and integrated English Language Development.
3. More than half of our EL scored as well developed. The Language Arts Specialist (LAS) will work closely with the English Language Instructional Resource Teacher (ELIRT) to ensure that effective teaching strategies for English Learners are being used in Language Arts.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

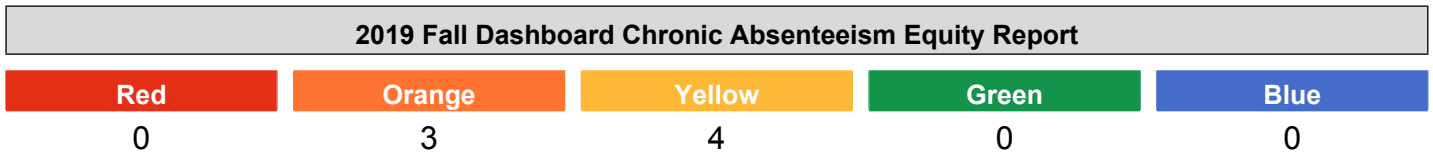
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Orange 5.2 Increased +2.9 573	<p>English Learners</p> Yellow 3.9 Increased +2.5 207	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Orange 6.9 Increased Significantly +3.8 403	<p>Students with Disabilities</p> Orange 16.7 Increased +13.6 54

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 10.7 Increased +8.8 56	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 3.4 Increased +1.6 59	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4.9 Increased +3 384	 No Performance Color 4.8 Maintained 0 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Yellow 4.3 Increased +0.6 46

Conclusions based on this data:

1. Attendance team will meet monthly to monitor chronic absenteeism.
2. Attendance team will monitor health, trip advisory and close contacts to support with attendance.

School and Student Performance Data

Conditions & Climate Suspension Rate

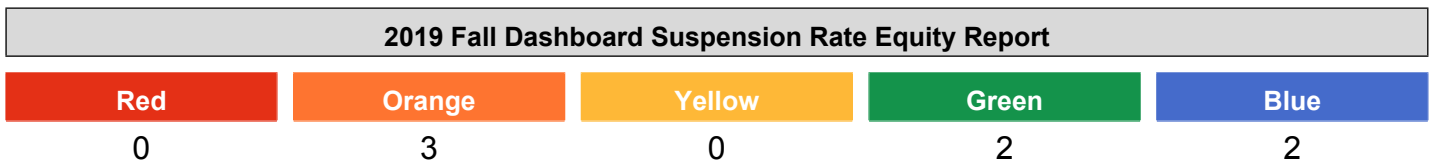
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Blue 0.5 Maintained +0.2 579	<p>English Learners</p> Green 0.5 Increased +0.5 207	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not 1	<p>Socioeconomically Disadvantaged</p> Green 0.7 Maintained +0.2 405	<p>Students with Disabilities</p> Orange 5.5 Increased +2.4 55

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 1.7 Increased +1.7 58	 No Performance Color 0 Maintained 0 59	 Blue 0 Maintained 0 59	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.3 Declined -0.3 387	 No Performance Color 0 Maintained 0 21	 No Performance Color Less than 11 Students - Data 3	 Orange 2.1 Increased +2.1 47

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.4	0.5

Conclusions based on this data:

1. The overall suspension rate for all students is 0.4% and falls into the "low" status category. Mark Twain will continue to implement OARS through PBIS practices.
2. Peer mediation is key at Mark Twain with support from Social Worker and Interns in the counseling office.
3. Over all, Twain has an low incident rate of suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Increase Academic Achievement: ELA, SLA, ELD, Math, Science, S.S, P.E

LEA/LCAP Goal

All students will continue to increase proficiency in language arts, mathematics, English language, and physical education as demonstrated by state assessments.

Goal 1

School-wide 48% of students TK-5 are proficient in language arts as measured by local assessments given at the beginning of the 2022-2023 school year. School-wide 37% of students TK-5 are proficient in mathematics as measured by local assessments given at the beginning of the 2022-2023 school year. By the conclusion of the 2022-23 school year, student achievement on local ELA and Math benchmarks, and SBAC assessments, will increase by 5% in all grade levels as measured by the STAR Reading assessment and Everyday Math.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2017-2018, 2018-2019 SBAC and 2019-20 SBAC scores Local Assessments for 2021-22	<p>2020-21 STAR Reading Local Assessment Data and Math Open Response as compared to In Person, Distance Learning and Hybrid Model.</p> <p>2019-20 SBAC ELA/Literacy scores from the 2018-19 school year: 3rd- 64% met or exceeded standards, 4th- 56% met or exceeded standards, 5th- 70% met or exceeded standards.</p> <p>2019-20 SBAC MATH scores from the 2018-19 school year: 3rd- 67% met or exceeded standards, 4th- 57% met or exceeded standards, 5th- 70% met or exceeded standards.</p> <p>2018-19 SBAC ELA/Literacy scores from the 2017-18</p>	<p>Using cohort data each grade level will gain 20 scale score points in the area of ELA. 3rd grade ELA - will set a cohort baseline 4th grade ELA - 5 average scale score points above proficient 5th grade ELA - 5 average scale score points from proficient</p> <p>Using cohort data each grade level will 20 scale score points in the area of Math 3rd grade Math - average set a cohort baseline 4th grade Math - average scale score points from proficient 5th grade Math - average scale score points from proficient</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>school year: 3rd- 66% met or exceeded standards, 4th- 54% met or exceeded standards, 5th- 64% met or exceeded standards.</p> <p>2018-19 SBAC MATH scores from the 2017-18 school year: 3rd- 65% met or exceeded standards, 4th- 49% met or exceeded standards, 5th- 61% met or exceeded standards</p> <p>2016-17 SBAC ELA/Literacy scores from the 2016-2017 school year: 3rd- 66% met or exceeded standards, 4th- 40% met or exceeded standards, 5th- 55% met or exceeded standards.</p> <p>2016-17 SBAC MATH scores from the 2016-2017 school year: 3rd- 64% met or exceeded standards, 4th- 53% met or exceeded standards, 5th- 66% met or exceeded standards.</p>	

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Additional hours for teachers to collaborate and attend Professional Development led by our tech lead, ELIRT, LAS, Math TOSA and teachers. Teachers will have the opportunity to attend a PD led by our support staff or to create a collaboration opportunities in the areas of English / Spanish Language Arts, ELD, SLD, Math and Science.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	<p>Title I 1000-1999: Certificated Personnel Salaries Provide three roving subs days to support one-on-one teacher and administrator student data analysis meetings. The goal of these meetings will be to review assessment data for targeting approaching students for possible after school interventions and to provide appropriate differentiation for ELs and other subgroups who have not made adequate growth.</p>
500	<p>Supp & Con 1 1000-1999: Certificated Personnel Salaries To support continued improvement in teachers' instructional practices by providing extra hours for LAS, ELIRT, TEACHERS and substitute teachers to plan, and provide additional support to students.</p>
1500	<p>Supp & Con 1 1000-1999: Certificated Personnel Salaries To support continued improvement in teachers' instructional practices, provide roving subs for teacher collaborative goal setting meetings with Principal and Instructional Leadership Team.</p> <p>To support grade level sub release for teachers to collaborate on content best practices and curriculum, and plan with admin and instructional team around ELA / SLA / ELD/ SLD Math and other contents.</p>
2000	<p>Title I 1000-1999: Certificated Personnel Salaries To ensure that all students learn through access to high quality by teachers who will participate in book studies</p> <p>Teacher release to participate in mathematical discussions with supporting staff and be part of classroom observations.</p> <p>To support with Fringe benefits for certificated and classified employees.</p>

Strategy/Activity 2
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy/Activity 2

Purchase Benchmark mentor books to support the essential questions found in the unit planning guide. These books are recommended in the teacher's edition to enhance students' understanding of the concepts and essential questions. Purchase other supplemental materials that support other content areas such as math, science, social students, and PE that are correlated to direct instruction and PBIS to support Social Emotional Learning.

Purchase technology to support with Benchmark curriculum and other content areas such as math and science. Purchases for the 2022-23 school year will be reflective of for student, and teacher needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10583.00

Title I
4000-4999: Books And Supplies
Provide access to informational texts for all students in English and Spanish through the purchase of magazines, Benchmark level readers, and Scholastic to support with common core informational text standards for all contents. To support with instructions for other content areas like Math, Science, Social Studies, and Social Emotional Learning.

1858

Supp & Con 1
4000-4999: Books And Supplies
To promote physical activity purchase recess equipment for all students.
To support PE instruction and promote physical activity purchase PE equipment.
To support implementation of ELA/ELD/SLD math, science standards and social emotional learning through the purchase instructional materials.
To support with resources needed to deliver classroom instruction as well as distance learning across content areas.

31093

Title I
4000-4999: Books And Supplies

	To support with technology that ensures all students learn through access to high quality actions and services that increase academic achievement to support initiative of 1:1 Chromebooks and ipads as well as makerspace materials and equipment to be replaced.
1000	Supp & Con 1 4000-4999: Books And Supplies To support with non instructional items that pertain to technology in correlation to adapters, headphones and materials for social emotional learning.
3030	Title I 4000-4999: Books And Supplies To purchase software such as Raz kids and other supplemental materials.
1338	Supp & Con 1 4000-4999: Books And Supplies To purchase software such as Brain-pop, and Mystery Science to support with other other content areas.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The district LCAP will provide all teachers with a classroom budget of \$350 for basic supplies needed in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7500

Source(s)

Supp & Con 1
4000-4999: Books And Supplies
\$300 for each classroom teacher to purchase materials for their classroom.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To promote health and wellness and support physical education program, fund school wide assemblies such as mad science, dmX and other interactive assemblies that are in correlation to our PBIS goals.
 To support the implementation of NGSS and STEM, Discovery Cube assemblies and classroom workshops.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Supp & Con 1 5000-5999: Services And Other Operating Expenditures Student assemblies to be for grades K- 5th during the school day.
500	Supp & Con 1 5800: Professional/Consulting Services And Operating Expenditures To consult with outside support in the area of collaboration to focus on increasing student academic achievement.
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures Enrichment for STEAM classes such as Discovery Cube.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Use data analysis meetings to make data driven decisions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Ensure Access & Equity: SpEd, Other Interventions

LEA/LCAP Goal

All students will continue to increase proficiency in language arts, mathematics, and English language proficiency as demonstrated by state assessments and reclassification numbers. Data will be disaggregated to monitor progress for our English Learners, Low Income Pupils, Latino, African American, Reclassified Pupils and Students with Disabilities.

Goal 2

In language arts, 33% of English learners, 74% of reclassified students, 44% of Black/African American students, 50% of Hispanic/Latino students in grades TK-5 are proficient in language arts as measured by local assessments given at the beginning of the 2022-2023 school year. In mathematics, 24% of English learners, 68% of reclassified students, 29% of Black/African American students, 33% of Hispanic/Latino students in grades TK-5 are proficient in mathematics as measured by local assessments given at the beginning of the 2022-2023 school year. By the end of the 2022-23 school year, students in the following subgroups, African-American, Hispanic or Latino, students with disabilities, newcomer, and English Learners, will increase by 5% in all grade levels as measured by local benchmark and state assessments.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2017-18 and 2018-19 SBAC scores, 2021-22 Local Formal Assessments	<p>2020-21 STAR Reading Local Assessment Data and Math Open Response as compared to In Person, Distance Learning and Hybrid Model.</p> <p>2019-20 SBAC ELA/Literacy scores from the 2018-19 school year: 3rd- 64% met or exceeded standards, 4th- 56% met or exceeded standards, 5th- 70% met or exceeded standards.</p> <p>2019-20 SBAC MATH scores from the 2018-19 school year: 3rd- 67% met or exceeded standards, 4th- 57% met or exceeded standards, 5th- 70% met or exceeded standards.</p>	<p>Using cohort data each grade level will gain 20 scale score points in the area of ELA. 3rd grade ELA - will set a cohort baseline 4th grade ELA - 5 average scale score points above proficient 5th grade ELA - 5 average scale score points from proficient</p> <p>Using cohort data each grade level will 20 scale score points in the area of Math 3rd grade Math - average set a cohort baseline 4th grade Math - average scale score points from proficient</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2018-19 SBAC ELA/Literacy scores from the 2017-18 school year: 3rd- 66% met or exceeded standards, 4th- 54% met or exceeded standards, 5th- 64% met or exceeded standards.</p> <p>2018-19 SBAC MATH scores from the 2017-18 school year: 3rd- 65% met or exceeded standards, 4th- 49% met or exceeded standards, 5th- 61% met or exceeded standards</p> <p>2016-17 SBAC ELA/Literacy scores from the 2016-2017 school year: 3rd- 66% met or exceeded standards, 4th- 40% met or exceeded standards, 5th- 55% met or exceeded standards.</p> <p>2016-17 SBAC MATH scores from the 2016-2017 school year: 3rd- 64% met or exceeded standards, 4th- 53% met or exceeded standards, 5th- 66% met or exceeded standards</p>	5th grade Math - average scale score points from proficient

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students identified as needing intervention based on criteria from school assessments and previous SBAC results.

English Language Learners

Students who are not responding to multiple rounds of intervention (MTSS)

Strategy/Activity

Involve the Response to Intervention (MTSS) team in data meetings and professional development. We will have common work in foundational skills, math instruction, and resource sharing. Additional

hours for teachers to collaborate with Learning Center teachers (LAS) and instructional leaders to support differentiation.

Additional hours for ELIRT, Language Arts Specialist, teachers as well as sub-release for the instructional team to meet with teachers to support differentiation within the new Benchmark Curriculum in ELA/ SLA and ELD. In addition to this, professional for Instructional Assistants.

Monthly Response to intervention meetings(RTI /MTSS) to discuss current interventions and students with IEPs. Materials to support with intervention based on data analysis of universal screenings and benchmark assessments. Purchase ELA /SLA and math Assessments to support to help in the creation of small groups for differentiation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1260

Supp & Con 2
1000-1999: Certificated Personnel Salaries
Release time for support staff to meet in regards to students IEPs and MTSS student progress monitoring. Meeting with Principal to discuss sub groups an data analysis as well as goal settings.
Release time for staff to attend conferences that address sub groups and student achievement.

2000

Supp & Con 2
1000-1999: Certificated Personnel Salaries
Teacher collaboration with instructional staff around instructional focus and district wide PD focus: ELA /SLA, Math and SEL.
Teacher collaborations around ELA/ SLA / ELD , math and other content.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy 2

English Learners

Students scoring below and far below on universal site and district assessments

Strategy/Activity

Provide after-school intervention in the areas of English Language Arts, Math, and ELD Science to students that are not meeting grade level proficiency using universal assessment data. Instructional

coaches will provide support in designing these interventions in conjunction with the grade level teacher and instructional assistants that are leading the intervention.

Provide collaboration to Dual immersion teachers to meet and discuss best practices and goals.

Provide parent support around instructional practices in the classroom in reference to CCSS in ELA / SLA / Math and Sciences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	Title I 1000-1999: Certificated Personnel Salaries small group intervention support before and after school by certificated staff
2600	Supp & Con 2 2000-2999: Classified Personnel Salaries training and support for group interventions and distance learning
1700	Supp & Con 2 1000-1999: Certificated Personnel Salaries Teachers and support staff to meet with parents in workshops that promote CCSS around literacy and math.
1991	Supp & Con 2 3000-3999: Employee Benefits Fringes for staff additional hours (

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students that are not proficient according to English Language Arts universal assessments

Strategy/Activity

Two instructional aides to support with ELA/SLA, ELD and math under the guidance and training of the Language Arts Specialist . They will provide intervention support to students deemed at risk based on state, district, and site assessments. To provide struggling students who are scoring in the urgent intervention and intervention grade with supplemental support and interventions in foundational skills and fluency, and with academic language acquisition for targeted basic students to move them towards proficiency Language Arts, provide two instructional assistants (23 hours per week).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
64562	Title I 2000-2999: Classified Personnel Salaries Bilingual Intervention from instructional assistants
14041	Title I 3000-3999: Employee Benefits Instructional assistants, staff and certificated fridges

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase additional materials to support English Learners during their integrated and designated ELD block and to support reclassification. Purchase instructional materials, supplies, equipment, hardware and technology software to enhance EL program. Provide material such as poster charts, post it notes, folders, and equity sticks. to support district implementation of academic language, student engagement, discourse and ELD standards and other materials needed for math, SLA, ELA math and science.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2032	Supp & Con 2 4000-4999: Books And Supplies Instructional materials for classroom as well as technology such as headphones,
1415	Title I 4000-4999: Books And Supplies licences for raz kids
2500	Supp & Con 2 4000-4999: Books And Supplies tech repair and items to support with chromebooks and ipads. Replace PE and tech equipment.
690	Supp & Con 2 4000-4999: Books And Supplies

Purchase read live licenses to support with reading interventions

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To support the professional development of site administrator conferences, fund ACSA Leadership Summit Conferences registration, and travel expenses.

To support the implementation of CGI strategies, fund registration, mileage, and hotel fees for Math TOSA and classroom teachers to attend the CMC math conference.

To support with ongoing conferences that ensure equity and access for all students for supporting staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1275

Supp & Con 2
5000-5999: Services And Other Operating Expenditures
CMC conference for math or other conferences that support student academic growth.

2000

Supp & Con 2
5000-5999: Services And Other Operating Expenditures
ACSA Leadership for Administrators and other conferences that support with equity and access for all students.
Other conferences, such as CUE 2020 to ensure equity and access for students as well as 21st Century Learning.

566

Supp & Con 2
5000-5999: Services And Other Operating Expenditures
STEAM conference for 2 teachers to support in Science

1300

Supp & Con 2
5000-5999: Services And Other Operating Expenditures

Conference for whole child.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Improve Parent and Student Engagement

LEA/LCAP Goal

Each school site will develop and maintain positive parent, students, and community involvement and engagement to promote and support student success. Students and parents will engage and work within and across schools to support engagement and learning.

Goal 3

The third trimester ADA (Average Daily Attendance) for the 2021-22 school year was 94%. By the end of the 2022-23 school year, Twain school will increase ADA to reach the goal of 97%. Additionally, school will increase the parent events on campus to include family nights and parent workshops by a 5%. Additionally, the school will increase the amount of community events that take place on campus with the goal of having at least one monthly event and increase in attendance by 5%.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Average	District 96 % / Twain 97%	Continue to monitor average district wide my maintaining 97% by abiding by all health guidelines.
Suspension	2018-19 4 suspensions	Not to increase last year's suspensions.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, EL parents will be targeted for the EL workshops

Strategy/Activity

Additional hours for staff to support in the planning and execution of parent workshops, family nights at Mark Twain. These will be designed using parent / teacher input and aligned to the common core standards. Provide materials, incentives and resources for parents to increase

participation in workshops, classes, and family nights through the use of a parent passport created by the District. Support District initiative around Fam U.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
863	Supp & Con 3 1000-1999: Certificated Personnel Salaries Family Night workshops not to exceed 20 hours
400	Supp & Con 3 2000-2999: Classified Personnel Salaries Community liaison to support with parent workshops through out the year. Not to exceed 30 hours.
400	Supp & Con 3 2000-2999: Classified Personnel Salaries Supervision staff to support with parent workshops and other meetings with students. Not to exceed 15 hours.
452	Supp & Con 3 2000-2999: Classified Personnel Salaries Instructional assistants to support with parent workshop and family nights.
1000	Supp & Con 3 4000-4999: Books And Supplies Purchase materials and supplies for families to participate during our parent workshops, family night, and material that support PBIS.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Contracts with organizations to provide assemblies during the day for students to increase engagement in the area of physical fitness. Contract with Mad Science and various organization for parent events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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2000	Supp & Con 3 5800: Professional/Consulting Services And Operating Expenditures Contracts with Mad Science and Fitness organization to run assemblies during the day and family nights.
4422	Title I Parent Involvement 5000-5999: Services And Other Operating Expenditures Contracts for parent after school events for family nights.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PBIS committee meets monthly to review SWIS data and plan next steps for school-wide implementation of PBIS, Social Worker meets with Student Supervisor Assistants to share PBIS data and strategies and provide support with supervision needs. Purchase materials needed to support implantation of PBIS strategies Work with the social worker and interns to develop interventions for our students. Refer students for group and individual counseling. Provide teachers with resources to use for reflections. Twain staff certificated and classified.

Create healthy choice workshops for students and parents aligned to our wellness district program. Purchase materials to support with our initiatives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Supp & Con 3 1000-1999: Certificated Personnel Salaries PBIS meetings for teachers and PBIS coach not to exceed 6 hours per teacher. (5 total) PBIS Coach to meet with Social Worker to plan events.
749	Supp & Con 3 1000-1999: Certificated Personnel Salaries Healthy Choices student workshop led by teachers. Not to exceed 15 hours
739.55	Supp & Con 3 1000-1999: Certificated Personnel Salaries

	Running club after school led by teachers not to exceed 10 hours total.
7000	<p>Supp & Con 3 4000-4999: Books And Supplies 4350 Purchase refreshments for parent meetings and events to improve parent and student engagement at Mark Twain. Purchase materials that support students safe and welcoming environment. Purchase materials to support healthy workshops after-school. Meetings will be held via zoom until further notice.</p> <p>Purchase attendance incentives and awards for trimester assemblies. Purchase items that support students' behavior and academically be engaged in school. Items such as stress relievers, stress incentives. As well as items needed to promote learning in classrooms such as Speech and Learning Center.</p>
3885.45	<p>Supp & Con 3 4000-4999: Books And Supplies Purchase non instructional items to support with for parent meetings and events to improve parent and student engagement at Mark Twain as well and PBIS items.</p>

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Fringe benefits for classified and certificated employees based on above action items.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

958.00

Source(s)

Supp & Con 3
3000-3999: Employee Benefits
Fringes for classified and certificated

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Monthly attendance meetings and progress monitoring. SART and SARB Meetings for attendance.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

21st Century Learning: Technology, School and Teacher Supplies

LEA/LCAP Goal

A maintenance goal for instructional technology professional learning opportunities will be continued as this is currently an area of strength. Schools will continue to provide credentialed teachers and well-maintained facilities that support the academic and physical needs of students.

Goal 4

By the conclusion of the 2022-23 school year, increase the student use of technology (e.g. Makerspace) to enhance learning and become proficient in 21st Century technology skills and increase the student to device ratio. Currently, Twain has a device-to-student ratio that is greater than 1:1. Additionally, Twain school will meet 100% of Williams Compliance's expectations for facilities, textbooks, and teacher credentialing.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade levels that are 1:1 with technology - chromebook carts in the classroom 1st - 5th	3rd - 5th grade teachers are currently 1:1	1st - 5th grade teachers are currently 1:1

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To support with direct purchase items that provide 21st century learning to students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1020	Supp & Con 4 4000-4999: Books And Supplies Purchase of instructional materials such as copy paper and other classroom or library materials to supplement the instructional curriculum and provide class activities as well as opportunities for home-school connections.
1000	Supp & Con 4 4000-4999: Books And Supplies Purchase resources that promote safety for all at Mark Twain. Purchase office materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To support the functioning of the main office, purchase office supplies and materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4179	Supp & Con 4 4000-4999: Books And Supplies Support with modern and update of staff lounge, office and furniture for teachers that promote a safe and welcoming environment. To support the functioning of the main office, purchase office supplies and materials. Support with safety equipment and needed materials.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Additional Hours Classified Support Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

Supp & Con 4
2000-2999: Classified Personnel Salaries
On going support for school events throughout the year.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$203,902.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$136,724.00
Title I Parent Involvement	\$4,422.00

Subtotal of additional federal funds included for this school: \$141,146.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Supp & Con 1	\$15,196.00
Supp & Con 2	\$19,914.00
Supp & Con 3	\$19,447.00
Supp & Con 4	\$8,199.00

Subtotal of state or local funds included for this school: \$62,756.00

Total of federal, state, and/or local funds for this school: \$203,902.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Supp & Con 1	15,196.00
Supp & Con 2	19,914.00
Supp & Con 3	19,447.00
Supp & Con 4	8,199.00
Title I	136,724.00
Title I Parent Involvement	4,422.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	20,311.55
2000-2999: Classified Personnel Salaries	70,414.00
3000-3999: Employee Benefits	16,990.00
4000-4999: Books And Supplies	81,123.45
5000-5999: Services And Other Operating Expenditures	10,563.00
5800: Professional/Consulting Services And Operating Expenditures	4,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Supp & Con 1	2,000.00
4000-4999: Books And Supplies	Supp & Con 1	11,696.00

5000-5999: Services And Other Operating Expenditures	Supp & Con 1	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supp & Con 1	500.00
1000-1999: Certificated Personnel Salaries	Supp & Con 2	4,960.00
2000-2999: Classified Personnel Salaries	Supp & Con 2	2,600.00
3000-3999: Employee Benefits	Supp & Con 2	1,991.00
4000-4999: Books And Supplies	Supp & Con 2	5,222.00
5000-5999: Services And Other Operating Expenditures	Supp & Con 2	5,141.00
1000-1999: Certificated Personnel Salaries	Supp & Con 3	3,351.55
2000-2999: Classified Personnel Salaries	Supp & Con 3	1,252.00
3000-3999: Employee Benefits	Supp & Con 3	958.00
4000-4999: Books And Supplies	Supp & Con 3	11,885.45
5800: Professional/Consulting Services And Operating Expenditures	Supp & Con 3	2,000.00
2000-2999: Classified Personnel Salaries	Supp & Con 4	2,000.00
4000-4999: Books And Supplies	Supp & Con 4	6,199.00
1000-1999: Certificated Personnel Salaries	Title I	10,000.00
2000-2999: Classified Personnel Salaries	Title I	64,562.00
3000-3999: Employee Benefits	Title I	14,041.00
4000-4999: Books And Supplies	Title I	46,121.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	4,422.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	65,902.00
Goal 2	105,932.00
Goal 3	23,869.00

Goal 4

8,199.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Michael Bosler	Principal
Teresa Lozano	Other School Staff
Mayra Gutierrez	Classroom Teacher
Chriese Jones	Classroom Teacher
Lillian Martinez	Classroom Teacher
Kristall Mosler	Parent or Community Member
Ana Maria Grisales	Parent or Community Member
Karina Mattia	Parent or Community Member
Ada Contreras	Parent or Community Member
Joshua Rosales	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10-5-22.

Attested:

Principal, Michael Bosler on 10/5/22

SSC Chairperson, Kristall Mosler on 10/5/22