

# Mark Twain Elementary School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	Mark Twain Elementary School
<b>Street</b>	3728 West 154th Street
<b>City, State, Zip</b>	Lawndale, CA 90260
<b>Phone Number</b>	(310) 675-9134
<b>Principal</b>	Dr. Michael Bosler
<b>Email Address</b>	michael_bosler@lawndalesd.net
<b>School Website</b>	<a href="http://twain.lawndalesd.net/">http://twain.lawndalesd.net/</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	19-64691-6014906

### 2025-26 District Contact Information

<b>District Name</b>	Lawndale Elementary School District
<b>Phone Number</b>	(310) 973-1300
<b>Superintendent</b>	Dr. Virginia Castro
<b>Email Address</b>	virginia_castro@lawndalesd.net
<b>District Website</b>	www.lawndale.k12.ca.us

### 2025-26 School Description and Mission Statement

Mark Twain Elementary was established in 1950 in Lawndale, California. Since then, the school community has grown to serve over 585 students representing a diverse community with over 13 languages spoken in Transitional Kindergarten through 5th grade. Mark Twain develops students academically, socially, and emotionally. Instruction is aligned to the California Common Core State Standards and fosters critical thinking skills and prepares students for college and career readiness. Twain houses the District's Dual Immersion Program, designed to lead students to develop bilingualism, biliteracy and multiculturalism.

Parents and partnerships are vital to student success at Mark Twain Elementary. Through our PTA sponsorship, our students receive amazing field trip experiences, have access to the latest technology, and have academic and fun family nights. In

## 2025-26 School Description and Mission Statement

In addition, Mark Twain has recently been redesignated as a National PTA School of Excellence and has been awarded the 2019 Phoebe Apperson Hearst Award. We promote health and wellness by hosting a weekly mileage club event on Fridays, inviting families to exercise together and encouraging healthy eating by highlighting a fruit or vegetable each month. Our garden hosts outdoor lessons for all students. Students have opportunities to participate in our before- and after-school RAP (Realizing Amazing Potential) program, noon sport leagues, student council leadership, after-school enrichment classes, cross-age tutoring, and our Mark Twain mileage club. In addition to this, we have a partnership with P.S. Arts, where all students experience the arts through a 2-cycle rotation.

Mark Twain Elementary is truly a school that instills a genuine sense of pride and success shared by all - students, staff, parents, volunteers, and the community. We strive to promote academic success across all content areas, as well as promote the well-being of our students through positive behavior by practicing our school O.A.R.S. motto, "Outstanding Attitude, Respectful, and Safe."

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	132
Grade 1	88
Grade 2	89
Grade 3	100
Grade 4	92
Grade 5	84
<b>Total Enrollment</b>	<b>585</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.8
Male	47.2
Asian	5.1
Black or African American	4.1
Filipino	0.5
Hispanic or Latino	73.7
Two or More Races	4.1
White	9.4
English Learners	26.8
Foster Youth	0.2
Homeless	0.7
Socioeconomically Disadvantaged	65.6
Students with Disabilities	9.7

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.8	96.13	234.7	94.27	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	3	1.2	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	4.1	1.67	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	3.87	1	0.4	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	6	2.45	15831.9	5.67
<b>Total Teaching Positions</b>	25.8	100	249	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.6	94.48	228	93.35	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	3.5	1.43	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.5	5.52	7.6	3.14	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	5	2.08	14303.8	5.15
<b>Total Teaching Positions</b>	27.1	100	244.2	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.1	100	228.5	92.27	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	4	1.61	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	7.7	3.12	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	7.4	2.99	13705.8	4.91
<b>Total Teaching Positions</b>	25.1	100	247.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	1	0
<b>Misassignments</b>	0.00	0.5	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1.5	0

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	1.00	0	0
<b>Total Out-of-Field Teachers</b>	1.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	7.4	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

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

The Lawndale Elementary School District regularly reviews and updates its textbooks and instructional materials in accordance with California Department of Education regulations. The District ensures that all students have access to standards-aligned, high-quality instructional materials in all core subject areas. Williams Legislation reports consistently confirm that student access to textbooks and instructional materials meets all state requirements.

To support effective instruction and alignment to current standards, the District has adopted updated curriculum resources across multiple content areas. Benchmark Advance 2.0 was adopted in 2023 for English Language Arts, Illustrative Mathematics was adopted in 2024, and Amplify Science was adopted in 2025. These adoptions provide teachers with research-based resources, embedded assessments, and instructional supports designed to meet the diverse academic needs of students. Ongoing professional development accompanies each adoption to support effective implementation and ensure high-quality instruction across classrooms.

Year and month in which the data were collected

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance / Adelante & Estrellita/Lunitas (SLA K-1) 2022	0
<b>Mathematics</b>	Illustrative Mathematics 2024	0
<b>Science</b>	Amplify 2025	0
<b>History-Social Science</b>	Scott Foresman	0
<b>Foreign Language</b>	N/A	NA
<b>Health</b>	N/A	NA
<b>Visual and Performing Arts</b>	N/A	NA
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A

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

## School Facility Conditions and Planned Improvements

Mark Twain school facilities are about fifty years of age. The school was modernized during the 2002-2003 school year to upgrade infrastructure and classrooms.

### Improvements made after Modernization

- Roof and new paint 2018
- Installation of filtered drinking fountain and bottle refilling station on 2017
- Complete Kitchen renovation completed in 2015
- HAVC will be installed for the 2020-21 school year

### Measure L and ESSER funded facility Improvements 2017-2021

- Installation of new roof and gutters on permanent buildings and protective roof coating on portable buildings
- Painted exterior of all buildings, fences, and external metal surfaces
- New slurry coat on asphalt playground area 2019
- Replaced all HVAC heat pumps with new units throughout campus

### Measure CL funded facility Improvements 2013-2018

- Interactive Projectors in all classrooms
- Wireless Access throughout entire campus
- High speed fiber backbone and new switchgear provide fast reliable internet access

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The Maintenance Department responds to our needs in a timely manner. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The custodial staff cleans restrooms and classrooms daily as inspected by site administrators weekly.

- Replaced defective hand dryers. June 2024
- Replaced faulty fire alarm panels. December 2024
- Replaced defective hand dryers.
- Installation of new perimeter fence and gates 2024
- Repaired broken asphalt in front entrance to the school.
- Installation of new playground and shade structure 2025
- New asphalt and concrete paving for parking areas, and walkways in front of the school.

Year and month of the most recent FIT report

December 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b>	X			Testing of fire alarms done in December 2025

## School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials				
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Installation of new playground and shade structure.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	61	58	49	51	47	48
<b>Mathematics</b> (grades 3-8 and 11)	61	59	35	37	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	272	267	98.16	1.84	58.43
<b>Female</b>	138	138	100.00	0.00	62.32
<b>Male</b>	134	129	96.27	3.73	54.26
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	11	11	100.00	0.00	90.91
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	199	195	97.99	2.01	53.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	23	22	95.65	4.35	72.73

<b>White</b>	28	28	100.00	0.00	75.00
<b>English Learners</b>	48	46	95.83	4.17	8.70
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	177	175	98.87	1.13	49.71
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	36	33	91.67	8.33	12.12

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	272	268	98.53	1.47	58.96
<b>Female</b>	138	138	100.00	0.00	60.87
<b>Male</b>	134	130	97.01	2.99	56.92
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	11	11	100.00	0.00	90.91
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	199	196	98.49	1.51	56.63
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	23	22	95.65	4.35	63.64
<b>White</b>	28	28	100.00	0.00	67.86
<b>English Learners</b>	48	47	97.92	2.08	23.40
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	177	176	99.44	0.56	51.70
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	36	33	91.67	8.33	9.09

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	51.76	46.91	30.17	32.46	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	81	98.78	1.22	46.91
Female	39	39	100.00	0.00	48.72
Male	43	42	97.67	2.33	45.24
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	57	56	98.25	1.75	41.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	52	98.11	1.89	38.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	8.33

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2025-26 Opportunities for Parental Involvement

At Mark Twain, we believe that a strong partnership between school and parents is essential for student academic success. Below are school activities and workshops that are offered at our site:

- Each year in September, parents shall be invited to attend an annual Title 1 meeting on the rights of parents to be actively involved in supporting their children's academic achievement.
- Written notice of the meeting and information on Parent Involvement and our School-Parent Compact will be reviewed and updated at a SSC meeting each year. Once policy and compact are approved and revised, they will be posted on our school website and copies will be sent home to all families.
- Communication in both English and Spanish will be conducted via Parent Square, along with dual language flyers sent home with students to inform parents of ongoing opportunities to be involved in activities at school. Events are also published on social media outlets.
- Communication is also shared via Parent Square and social media platforms.
- All parents are encouraged to function as active members of our PTA, ELAC, and our School Site Council.
- EL Parent workshops and Reclassification workshops are offered to all EL parents as well as targeted groups. All parents are invited.
- With the support of our staff parent/community liaison, we aim to increase parent communication and participation and provide support to families in need.
- Parents will be kept informed regarding the progress of students in the core academic program, along with student support programs, classroom activities, and school events.
- We will use the results of an annually administered Parent Needs Assessment Survey to plan for informational meetings and workshops to address topics requested and needed by parents.
- We train and support parents in leadership roles to effectively serve on the PTA, School Site Council, ELAC Committee, and District Committees.
- Mark Twain, encourages parents to participate in the school community throughout the year. Opportunities include Back to School Night, Open House, parent conferences, family nights, Coffee with the Principal, awards assemblies, Mileage Club, PBIS Workshops, and Loved One's Day.
- Parents can volunteer in the classroom, garden, during events, and on field trips.
- The PTA is very active in the school community and hosts family nights and supports the school community.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	600	596	74	12.4
Female	314	313	37	11.8
Male	286	283	37	13.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	32	32	2	6.3
Black or African American	24	24	6	25.0
Filipino	--	--	--	--
Hispanic or Latino	440	437	55	12.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	25	25	3	12.0
White	57	57	7	12.3
English Learners	163	162	15	9.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	403	399	57	14.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	73	73	13	17.8

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.16	0.17	0.17	1.99	1.22	0.88	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.17	0.00
Female	0.32	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.75	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.25	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

## 2025-26 School Safety Plan

School safety is the number one priority at Twain. The school is a closed campus and gates remain locked during school hours. All parents and visitors are buzzed into the front office via a video monitoring system, then must check in through the office using the Raptor Visitor Management System to access the school grounds. Noon duty supervisors oversee the children both before and after school and at lunch with the support of a social worker, interns, and administrators. Teachers supervise all students during recess.

Mark Twain School provides classrooms, staff rooms, and playgrounds that are safe and clean and support a positive environment for teaching and learning. Two full-time custodians and one .5 custodian perform basic cleaning operations at our school site. Classrooms are cleaned every other day, and restrooms are cleaned daily. The District's maintenance and grounds departments provide additional services as needed and maintain the grounds weekly. One .5 custodian at night support.

A Comprehensive Safety Plan is in place for our school. Key elements include emergency procedures, evacuation location, and assignment of personnel in a crisis. All emergency classroom and site supplies were updated this year. Emergency drills are performed monthly, and the school participates in the Great ShakeOut preparedness drill. This plan is available in the school office. The Safety Plan was last discussed with all staff in October 2025 and safety continues to be a relevant topic throughout the year. Also lists various safe practices for students inside and outside the classroom. Universal bell schedules were implemented in 2004 to ensure emergency bell signals are the same across all schools. Each classroom has a safety backpack that stays with the teacher during emergencies. Emergency drills for fire, earthquake, lockout, and other emergencies are held on a regular basis.

## D. Other SARC Information Information Required in the SARC

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

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	4	0
1	25	0	4	0
2	23	2	2	0
3	23	1	3	0
4	23	2	2	0
5	18	3	2	0
6	0	0	0	0
Other	8	2	0	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	2	0
1	23	1	3	0
2	26	0	4	0
3	23	2	2	0
4	22	2	2	0
5	22	2	2	0
6	0	0	0	0
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	2	
1	22	2	2	
2	22	2	2	
3	25		4	
4	23	2	2	
5	21	2	2	

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	1
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	2

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	12226.13	2203.09	10023.04	122283.60
<b>District</b>	N/A	N/A	10023.04	\$113,157
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	7.8
<b>State</b>	N/A	N/A	\$11,146	\$100,089
<b>Percent Difference - School Site and State</b>	N/A	N/A	-10.6	20.0

## Fiscal Year 2024-25 Types of Services Funded

Categorical funds provided the following programs and supplemental services: Professional Development, Staff Development, Technology, Before and after school interventions and enrichment, Counseling, Physical Education, Makerspace, and instructional school-wide assemblies.

General funds are used to purchase materials and supplies, cover rental and lease agreements, repair and replacement of equipment and provide various school-wide assemblies. We also purchase supplemental books for our classrooms and Library, periodicals, and technology. In addition, general funds provide for noon supervision and our school-community liaison.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$69,865	\$61,516
<b>Mid-Range Teacher Salary</b>	\$104,746	\$95,479
<b>Highest Teacher Salary</b>	\$129,280	\$125,208
<b>Average Principal Salary (Elementary)</b>	\$179,042	\$152,668
<b>Average Principal Salary (Middle)</b>	\$185,073	\$156,487
<b>Average Principal Salary (High)</b>		\$165,427
<b>Superintendent Salary</b>	\$265,740	\$242,781
<b>Percent of Budget for Teacher Salaries</b>	26.58%	29.76%
<b>Percent of Budget for Administrative Salaries</b>	5%	5.74%

## Professional Development

The LESD Education Services team in collaboration with the Language Arts Specialists, Math TOSAs, English Language Instructional Resource Teachers and Principals have designed a comprehensive system for monthly professional development. All district professional development occurs on Thursdays after school following an early release day. Topics are selected based on expressed teacher need and identified student deficiencies. All professional development in the LESD focuses on meaningful collaboration, developing teacher capacity and the implementation of research based practices to support student achievement.

Professional development focuses on the instructional shifts needed to meet the rigorous demands of the Common Core State Standards and the need to support development of academic discourse for all students, with an emphasis on English language learners. All TK-5th grade teachers receive professional development support in the areas of social-emotional learning, Math warm-ups, and integrated ELD. Collaboration time is spent on data analysis and planning in the areas of English Language Arts, Math, and ELD. Teachers receive professional development in structured cycles that afford them the opportunity to learn about a new concept, plan for implementation with their colleagues, practice their learning with students, and then come back with their colleagues to discuss the strengths and weaknesses of their instructional implementation of the new skill.

Feedback about the effectiveness of the professional development is regularly collected to assess the effectiveness of the program and make changes as needed. Additionally, site staff members and Educational Services team members regularly visit classrooms to determine the level of implementation of the professional development focus.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	13	13	13