

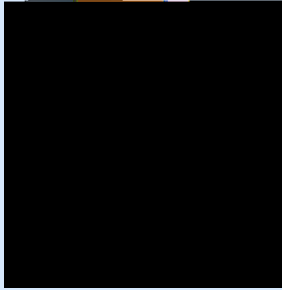
Mark Twain Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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/>.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	35
Grade 1	27



AP US History: Fabric of a Nation; Text & ONLINE (11th) BFW 2023-2024
 AP Krugman's Economics: Text & ONLINE (12th) BFW 2023-2024
 AP Government: Stories of a Nation (12th) Text & ONLINE 2023-2024
 IB Authoritarian states Oxford University Press 2017-2018
 IB Causes and Effects of 20th-Century Wars Oxford Univ Press 2017-2018
 IB Civil rights and social movements in the Americas post-1945 Oxford Univ Press 2017-2018
 IB Cold War: Superpower Tensions and Rivalries Oxford Univ Press 2017-2018
 IB Emergence of the Americas in global affairs, 1880-1929 Oxford Univ Press 2017-2018
 IB History of the Americas 1880-1981 Oxford Univ Press 2017-2018
 IB Rights and protest 2017-2018
 HISP World history: patterns of interaction (9th) McDougal Littell 2010
 HISP World cultures : a global mosaic (10th) 2007
 HISP America : past and present (11th) ADDISON-WESLEY 2006
 HISP World politics: trend and transformation 2009-2010 update WADSWORTH 2009

Foreign Language

Spanish: En Espanol 1, 2, 3 McDougal Littell 2006 ?
 AP Spanish: Temas Vista Higher Learning 2018-2019
 AP Spanish: Temas Online 2018-2019
 Dime! (Spanish for Spanish Speakers) DC Heath & Co 2007 ?
 Nuestro Mundo (Spanish for Spanish Speakers DC Heath & Co 2007 ?
 IB Spanish Manana libro del alumno Cambridge University Press 2017 ?
 IB Mañana Spanish B for the IB Diploma Coursebook (Cambridge Elevate Edition) 2020 ?
 IB MYP Spanish Language Acquisition 1 & 2 (Emergent) Oxford Univ Press 2023-2024
 IB MYP Spanish Language Acquisition 3 & 4 (Capable) Oxford Univ Press 2023-2024
 French 1,2,3 McDougal Littell 2006 ?
 AP Themes: French language and culture Vista Higher Learning 2018-2019
 AP Allons Au Dela (French) PRENTICE HALL 2018-2019
 AP Advanced Placement French Test Prep Book 2018-2019
 German 1 EMC/PARADIGM PUBLISHING 2016
 German 2, 3 EMC/PARADIGM PUBLISHING 2006
 "AP German: Neue Blickwinkel (Text & ONLINE) Wayside Publishing" 2018-2019
 Japanese 1, 2, 3, 4 CHENG & TSUI CO 2011 ?
 Latin 1,2,3,4 Pearson/Prentice Hall, 2006 ?
 AP Latin: Scandite Muros Scale The Wall Of Latin Sight Reading (Text & Online) Wayside Publishing 2018-2019
 AP Caesar Selections from his COMMENTARII DE BELLO GALLICO BOLCHAZY CARDUCCI PUBL. INC 2013 ?
 Chinese - Ni Hao level 1 CHENG & TSUI CO 2001 ?

	AP Chinese - Integrated Level 2 CHENG & TSUI CO 2017 AP Chinese - Integrated Level 3 CHENG & TSUI CO 2017 Hmong 1, 2, 3 Hmong Book Center 2014 American Sign Language 1, 2 and ONLINE (?) Allyn & Bacon 2011 & 2022		
Health	Thinking About Psychology: Text & ONLINE Worth Publishing 2023-2024 AP Myers' Psychology: Text & ONLINE BFW 2023-2024 IB Sports Exercise and Health Oxford Univ Press 2017		0%
Visual and Performing Arts	AP Musician's Guide to Theory & Analysis W.W. Norton & Company, Inc. 2020-2021 IB Visual Arts Course Book Oxford Univ Press 2018 IB Theory of knowledge Oxford Univ Press 2021 Experience clay (American Legion) Davis 2019 Exploring visual design: the elements & principles - Davis 2014 ? Film art : an introduction McGraw Hill 2010 ? Theatre : art in action Glencoe/McGraw-Hill 2006 ? The visual experience Davis 2009 ? Universal Transitional Kindergarten Creative Curriculum Boxes and ONLINE Teaching Strategies 2022-2023		0%

School Facility Conditions and Planned Improvements

Mark Twain Elementary received a Facility Inspection Tool (FIT) overall rating score of good on their most recent inspection.

The district governing Board has adopted cleanliness standards for all district schools to ensure that all schools are clean, safe,

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Additional wood fiber is needed in the fall areas. There is raised asphalt near the bench area that causes a tripping hazard.
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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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	33.33	5.26	25.03	25.46	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	38	38	100.00	0.00	5.26
Female	13	13	100.00	0.00	0.00
Male	25	25	100.00	0.00	8.00
American Indian or Alaska Native	0	0	0	0	0

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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.



2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.66	0
Female	1.9	0

Fiscal Year 2022-23 Types of Services Funded

SCUSD and district schools provide supplemental programs and services through categorical funds and other sources to support the needs of all students, including GATE, students with disabilities, and English learners. Programs and services such as enrichment programs, family engagement activities, supplemental instructional materials, and academic, social, and emotional support programs help our students achieve grade-level readiness, mastery of the California Common Core State Standards (CCSS), and college and career readiness.

Mark Twain Elementary and district supplemental programs and services include:

- Supplemental instructional materials and books in mathematics, reading/language arts, and ELD
- Extended Day/Year/ Summer school
- Enrichment programs
- Parent Education/Family Nights
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Special Education
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
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Professional Development

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers. To that end, the district strives to provide staff with professional learning opportunities that focus on ensuring that all students have access to culturally responsive high-quality instruction and support through Universal Design for Learning and anti-bias/anti-racist practices in a robust multi-tiered system of support. District experts also provide professional learning specifically focused on Literacy, English Learners, Mathematics, Science, Educational Technology, Physical Education, the Visual and Performing Arts, and Social-Emotional Learning. The learning opportunities afforded through district professional learning deeply aligns with the needs of our individual schools, as well as our Local Control Accountability Plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design. Professional learning opportunities are offered during school hours and outside of contracted hours. In addition to on-site coaching and regular professional learning opportunities, a designated collaborative Thursday time provides the opportunity for teachers to engage in collaborative professional learning at their respective schools focusing on deepening their content knowledge, strengthening their instructional repertoire, improving their assessment strategies, and fostering a shared sense of responsibility.

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

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Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10	11	3