

Twain Harte

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

Mr. Dan Mayers, Principal

Principal, Twain Harte

About Our School

Welcome to Twain Harte School! We are a small, rural school at the 3000 foot level of the Sierra Nevada foothills. The town of Twain Harte is reminiscent of the 1950's and draws many visitors to its towering pine trees and small town feel. Our school is in the heart of the community, and reflects that small town feeling with a family feel.

Contact

Twain Harte
18815 Manzanita Dr.
Twain Harte, CA 95383-9515

Phone: 209-586-3866
E-mail: dmayers@twainharteschool.com

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Twain Harte
Phone Number	(209) 586-3772
Superintendent	Rick Hennes
E-mail Address	rhennes@twainharteschool.com
Web Site	www.twainharteschool.com

School Contact Information (School Year 2016-17)	
School Name	Twain Harte
Street	18815 Manzanita Dr.
City, State, Zip	Twain Harte, Ca, 95383-9515
Phone Number	209-586-3866
Principal	Mr. Dan Mayers, Principal
E-mail Address	dmayers@twainharteschool.com
Web Site	www.twainharteschool.com
County-District-School (CDS) Code	55724216115018

Last updated: 2/22/2017

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

In the early 1990's the Twain Harte Long Barn Union School District had almost 900 students in the district, prompting the building of a new school, Black Oak Elementary. Since the opening of Black Oak School, there has been a decrease in enrollment, which prompted the closing of Black Oak School in 2008. As of July 1, 2014 Black Oak School and Twain Harte Middle School have been merged into one school, going back to the Twain Harte School name that we began with in 1928. Twain Harte School is the only school in the Twain Harte School District.

The school is located among the tall pines just off highway 108 in the Sierra Foothills. The community of Twain Harte has a population of about 2000 people. The town grows larger during the summer and holidays as the many vacation homes and rentals fill up. The town's permanent residents are involved with the local economy that serves the many retirees and tourists in the area.

Twain Harte School serves grades TK-8. Our enrollment for the 2016-2017 school year is approximately 250 students. The mission statement of Twain Harte School district is as follows:

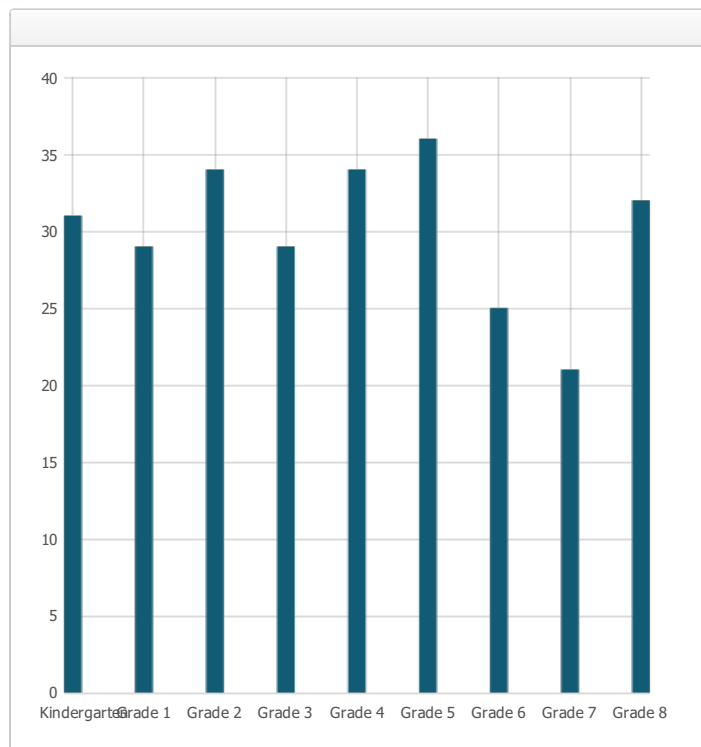
We believe our mission is to develop a well-rounded child. We accomplish this by educating our students in academics, moral and social responsibilities, and physical awareness. We, teachers and staff, work together in a spirit of cooperation and compassion along with the parents and community to achieve this mission. We motivate and challenge students to realize their potential to become virtuous, creative, and useful citizens who are concerned with the welfare of others, their community, and the world. We fulfill this mission by doing the following:

- Modeling those lessons we teach our students during school and within our own lives.
- Continually striving to better our strong partnership for excellence in learning with students, parents, and community all involved.
- Creating a school campus that is respectful of everyone's need for security, safety, guidance, and enjoyment.
- Educating each student for future success in high school, college, and/or a vocation by encouraging and developing special abilities.
- Developing in each student a genuine love and appreciation for learning, decency, strength, diversity, health, and beauty.
- Challenging and teaching our students to uphold the highest level of respect for themselves, others, and their community and country.
- Striving to continually improve our environment through our school, community, country, and world.

Last updated: 2/22/2017

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

Grade Level	Number of Students
Kindergarten	31
Grade 1	29
Grade 2	34
Grade 3	29
Grade 4	34
Grade 5	36
Grade 6	25
Grade 7	21
Grade 8	32
Total Enrollment	271



Last updated: 2/22/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	0.4 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	17.3 %
Native Hawaiian or Pacific Islander	1.5 %
White	77.1 %
Two or More Races	3.3 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	63.1 %
English Learners	0.0 %
Students with Disabilities	9.2 %
Foster Youth	0.0 %

Last updated: 2/22/2017

A. Conditions of Learning

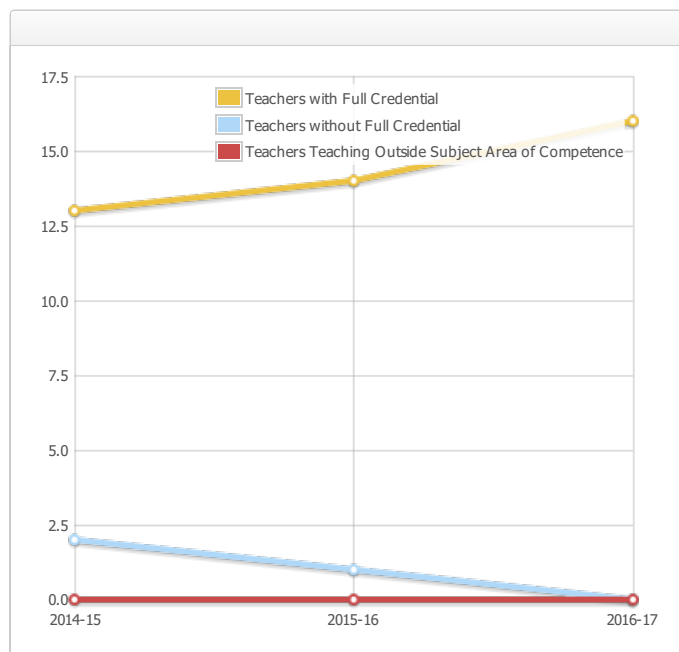
State Priority: Basic

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

Teacher Credentials

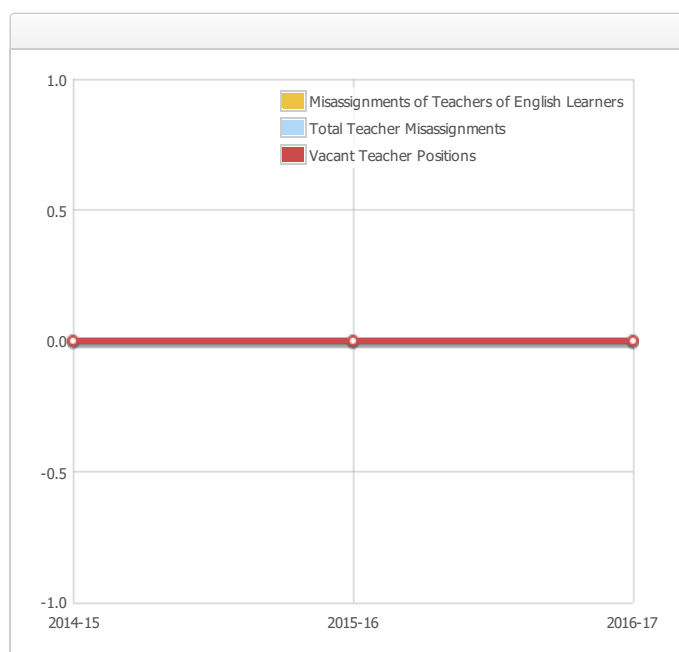
Teachers	School		District	
	2014-15	2015-16	2016-17	2016-17
With Full Credential	13	14	16	16
Without Full Credential	2	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/22/2017

Teacher Misassignments and Vacant Teacher Positions

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



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 2/22/2017

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

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

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

Last updated: 2/22/2017

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

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Journeys, Grades K-2 Benchmark Advance, Grades 3-5 McDougal Littell Language of Literature, Grades 6-8 DBQ - Mini Q's (Supplemental materials, grades 6-8)	Yes	0.0 %
Mathematics	Eureka Math, Grades K-8	Yes	0.0 %
Science	Harcourt California Science, K-5th Grades Pearson, Prentice Hall Focus on Earth Science - 6th Grade Pearson, Prentice Hall Focus on Life Science - 7th Grade Pearson, Prentice Hall Focus on Physical Science - 8th Grade	Yes	0.0 %
History-Social Science	Houghton Mifflin California Social Studies, K-5th Grade Holt Ancient Civilizations, 6th Grade Holt, World History, 7th Grade Holt, US History, 8th Grade	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/22/2017

School Facility Conditions and Planned Improvements

The most recent Facility Inspection Tool completed on January 15, 2014 shows an overall school rating of 96% which falls into the "good" rating. The areas noted were the exterior faucet in the gym is off for the winter, and the the parking area near the gym has cracked asphalt. The hallway has some missing tiles as well that will be addressed.

Last updated: 2/22/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	The HVAC systems on the upper building and the one on the lower building in the office are nearing the end of their servicable life and are slated to be replaced using Proposition 39 energy efficiency money over the summer of 2017.
Interior: Interior Surfaces	Fair	The flooring tiles in the lower building are in need of replacement. This job is slated to take place in the summer of 2017.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Fluorescent light fixtures are slated to be replaced with LED fixtures using Proposition 39 energy efficiency monies in the 2017 school year. Light fixtures in the lower building hallway are slated to also be replaced at the same time.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Remodeling of the bathrooms near the cafeteria and by the gym are slated to take place in the summer of 2017
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	There is a leak in the roof above room 10 in the lower building. Additionally there is a leak in the rook of room 12, the portable classroom that is slated to become the new board room. We will look to address re roofing issues after the HVAC systems are replaced to keep from damaging the new roof.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2016

Overall Rating	Good
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Last updated: 2/22/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	34.0%	39.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	38.0%	45.0%	38.0%	45.0%	34.0%	36.0%

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

Last updated: 2/22/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	28	27	96.4%	44.4%
Male	14	14	100.0%	42.9%
Female	14	13	92.9%	46.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	19	100.0%	52.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	18	94.7%	33.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 2/22/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	34	33	97.1%	57.6%
Male	18	17	94.4%	64.7%
Female	16	16	100.0%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.0%	63.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.0%	50.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 2/22/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	33	32	97.0%	50.0%
Male	15	14	93.3%	35.7%
Female	18	18	100.0%	61.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	29	96.7%	48.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.0%	38.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 2/22/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	27	27	100.0%	14.8%
Male	15	15	100.0%	6.7%
Female	12	12	100.0%	25.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	24	100.0%	16.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.0%	14.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 2/22/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	21	20	95.2%	40.0%
Male	11	11	100.0%	36.4%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	17	94.4%	41.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	10	90.9%	20.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 2/22/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	30	30	100.0%	24.1%
Male	15	15	100.0%	28.6%
Female	15	15	100.0%	20.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	25	100.0%	20.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.0%	15.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 2/22/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	28	27	96.4%	40.7%
Male	14	14	100.0%	50.0%
Female	14	13	92.9%	30.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	19	100.0%	47.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	18	94.7%	33.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 2/22/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	34	33	97.1%	60.6%
Male	18	17	94.4%	88.2%
Female	16	16	100.0%	31.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.0%	72.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.0%	58.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 2/22/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	33	32	97.0%	34.4%
Male	15	14	93.3%	28.6%
Female	18	18	100.0%	38.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	29	96.7%	37.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.0%	22.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 2/22/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	27	27	100.0%	22.2%
Male	15	15	100.0%	26.7%
Female	12	12	100.0%	16.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	24	100.0%	25.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.0%	21.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 2/22/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	21	20	95.2%	60.0%
Male	11	11	100.0%	54.6%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	17	94.4%	58.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	10	90.9%	50.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 2/22/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	30	30	100.0%	51.7%
Male	15	15	100.0%	71.4%
Female	15	15	100.0%	33.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	25	100.0%	50.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.0%	36.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 2/22/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	36.0%	56.0%	0.0%	36.0%	56.0%	60.0%	56.0%	54.0%

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

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

Last updated: 2/22/2017

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

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	63	57	90.5%	56.1%
Male	30	26	86.7%	57.7%
Female	33	31	93.9%	54.8%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	--	--	--	--
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	55	50	90.9%	54.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	36	94.7%	38.9%
English Learners	0	0	0.0%	0.0%
Students with Disabilities	12	10	83.3%	30.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

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

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

Last updated: 2/22/2017

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

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

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.1%	9.1%	63.6%
7	9.5%	4.8%	76.2%

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

Last updated: 2/22/2017

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Our school has a great many opportunities for parental involvement. This involvement comes in the form of parent helpers in the classrooms, organized parent groups, Parent Advisory Committee, school meetings, and other opportunities. Our teachers welcome classroom volunteers and we frequently have a number of parents helping on any given day. We have a parent group that helps organize our ski program for our 4-8th grades.

We have an active parent group, Parents at Twain Harte School (P.A.T.H.S.). P.A.T.H.S. conducts various fund raising activities throughout the year, and then provide classroom teachers and the school with those funds to help supplement their programs. P.A.T.H.S. gives grants to each teacher to help with basic supplies. P.A.T.H.S. also puts on many events and activities such as our Halloween Carnival, "Elves" workshop, book faires, and many other events throughout the year for students and families.

State Priority: Pupil Engagement

Last updated: 2/22/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

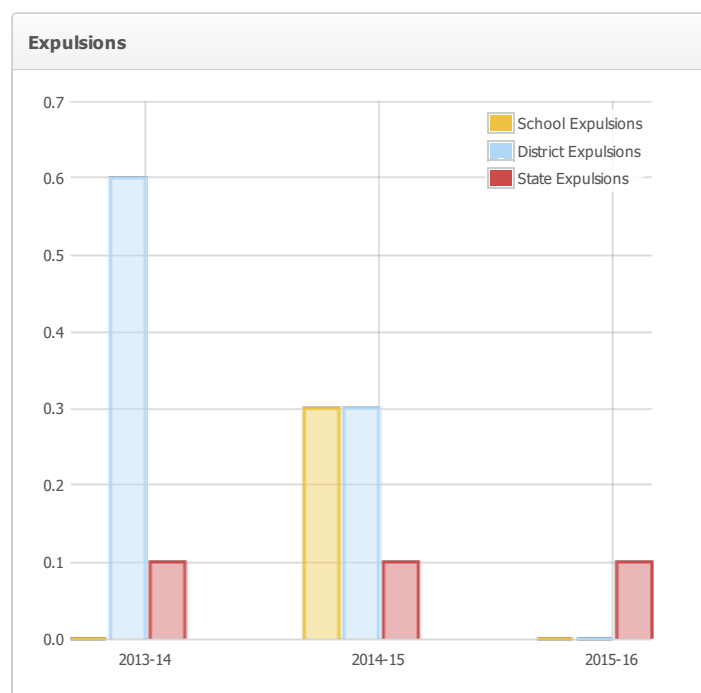
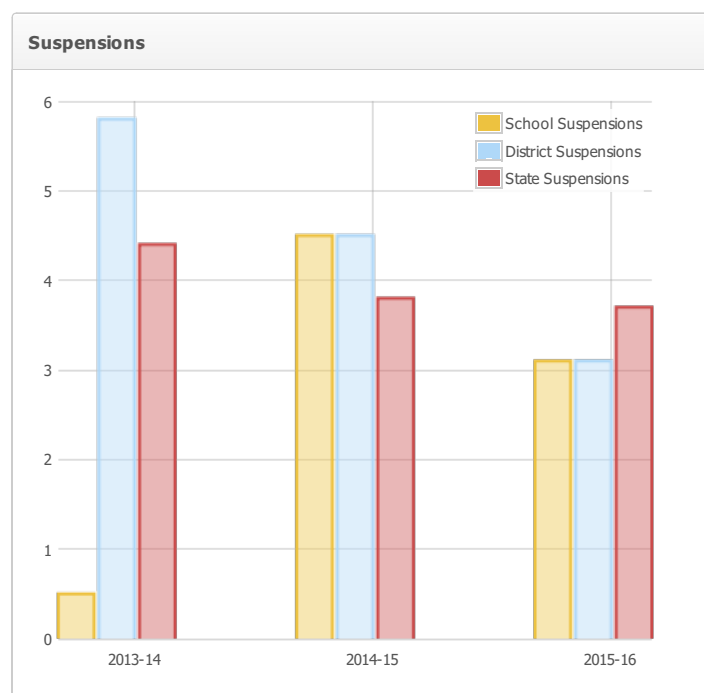
State Priority: School Climate

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

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.5	4.5	3.1	5.8	4.5	3.1	4.4	3.8	3.7
Expulsions	0.0	0.3	0.0	0.6	0.3	0.0	0.1	0.1	0.1



Last updated: 2/22/2017

School Safety Plan (School Year 2016-17)

Our Student/parent handbook is updated annually. This handbook includes information for parents and students regarding our school program and includes information about student safety. Classroom teachers review the handbook with their students at the beginning of every year. Parents are asked to review the handbook and return a signed affidavit to the school. Student discipline/safety assemblies are held by the principal at the beginning of each year. A poster of the school rules is posted in every classroom and in the common areas including the library, study area, cafeteria, and office.

The school has a separate disaster preparedness plan that specifically addresses student safety in times of a disaster. This plan is reviewed annually. Monthly fire drills are held with supervision from the adjacent fire station.

We hold lock-down drills every other month, and have collaborated with the Sheriff's Department and have had staff professional development with a Sergeant from the Sheriff's Department in regards to active shooter scenarios. The principal attends monthly Ed-Law meetings where local law enforcement agencies and schools get together to discuss safety issues.

Last updated: 2/22/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

Last updated: 2/22/2017

Average Class Size and Class Size Distribution (Elementary)

Average Class Size and Class Size Distribution (Continued)												
2013-14					2014-15				2015-16			
Grade Level	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.0	1	1	0	10.0	3	0	0				
1	25.0	0	1	0	17.0	1	1	0				
2	18.0	1	1	0	13.0	2	0	0				
3	19.0	1	1	0	17.0	1	1	0				
4	29.0	0	1	0	19.0	1	1	0				
5	0.0	0	0	0	27.0	0	1	0				
6	0.0	0	0	0	23.0	0	1	0				
Other	0.0	0	0	0	0.0	0	0	0				

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

Last updated: 2/22/2017

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/22/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$12439.0	\$2448.0	\$9991.0	\$75335.0
District	N/A	N/A	\$9991.0	\$74281.0
Percent Difference – School Site and District	--	--	0.0%	0.0%
State	N/A	N/A	\$5677.0	\$60985.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 2/23/2017

Types of Services Funded (Fiscal Year 2015-16)

Twain Harte School is committed to developing the whole child, and we provide a variety of supports to help our students reach their full potentials. Amongst the supplementary services that we provide are:

- Full-time Title I Teacher
- (2) Specialized Academic Instructors
- (3) Specialized Academic Aides
- (2) Title I classroom aides
- Librarian
- "Treehouse" Primary Intervention Program
- Choral Music teacher (TK-4)
- Instrumental Music Teacher (5-8)
- Athletic Coaches (6th-8th grade)
- Personal Trainer for Physical Education
- Safe School Ambassador
- School Counselor

Additionally, the district contract with the Tuolumne County Superintendent of Schools' office provides support services for special education for students who require more support than can be adequately provided by the district. The County also provides on-site itinerant staff for speech and language, occupational therapy, school psychologist, and adaptive P.E. services.

Last updated: 2/23/2017

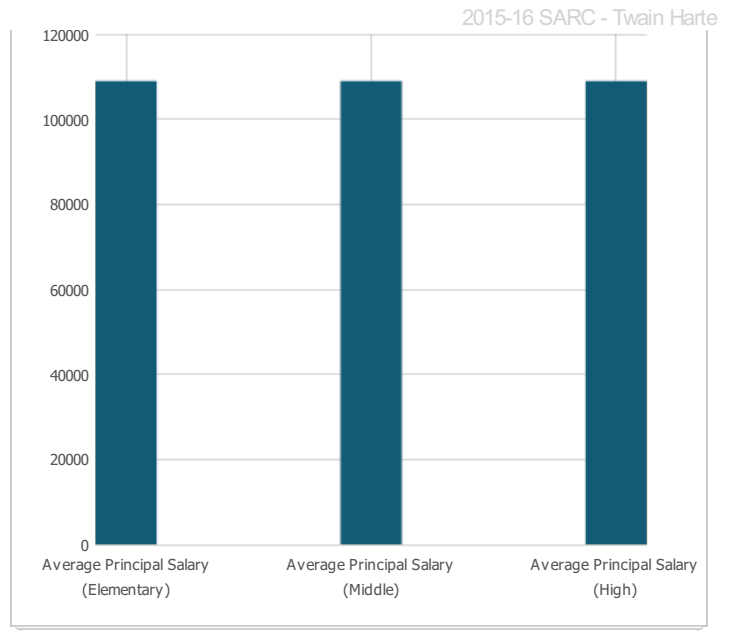
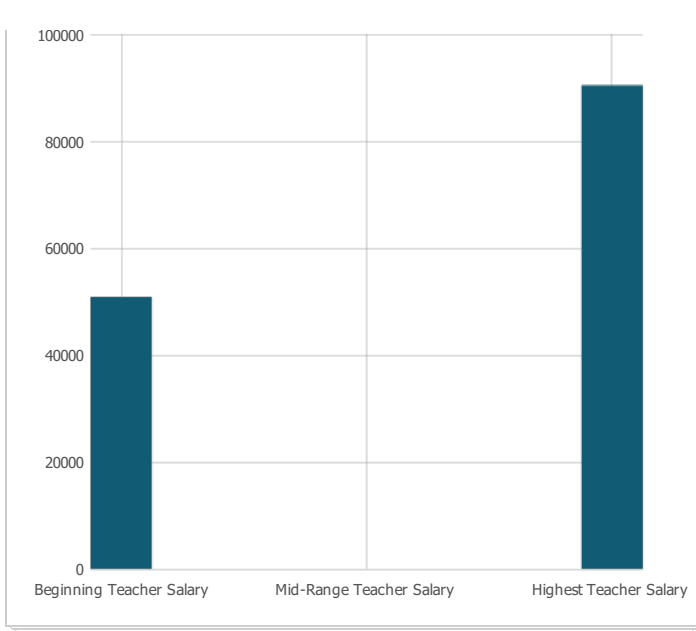
Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,854	\$41,085
Mid-Range Teacher Salary	--	\$59,415
Highest Teacher Salary	\$90,439	\$75,998
Average Principal Salary (Elementary)	\$108,957	\$100,438
Average Principal Salary (Middle)	\$108,957	\$101,868
Average Principal Salary (High)	\$108,957	\$
Superintendent Salary	\$38,534	\$116,069
Percent of Budget for Teacher Salaries	43.0%	33.0%
Percent of Budget for Administrative Salaries	5.0%	7.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 2/23/2017

Professional Development

Our professional development for the last several years has focused on the transition to the California Common Core Standards. This roll out of the new standards has been a major focus as the emphasis on higher-level thinking skills and collaborative learning has increased. We have implemented Common Core mathematics curriculum and have spent the majority of our professional development time and budget helping to facilitate this major change. In the 2016-2017 school year we have adopted new language arts programs in grades K-5 and have provided professional development to teachers to become familiar with those new adoptions. We have contracted with an outside consultant to provide professional development around writing and the ELA frameworks.

Last updated: 2/22/2017