

**California Department of Education
School Accountability Report Card
Reported Using Data from the 2014-15 School Year**

Published During 2015-16

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/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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

About This School

Contact Information - Most Recent Year

| District Contact Information - Most Recent Year | |
|---|--|
| District Name | Twain Harte |
| Phone Number | (209) 586-3772 |
| Superintendent | Jeff Winfield |
| E-mail Address | jwinfield@twainharteschool.com |
| Web Site | www.thsd.k12.ca.us |

| School Contact Information - Most Recent Year | |
|---|--|
| 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.thsd.k12.ca.us |
| County-District-School (CDS) Code | 55724216115018 |

Last updated: 2/9/2016

School Description and Mission Statement - Most Recent Year

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.

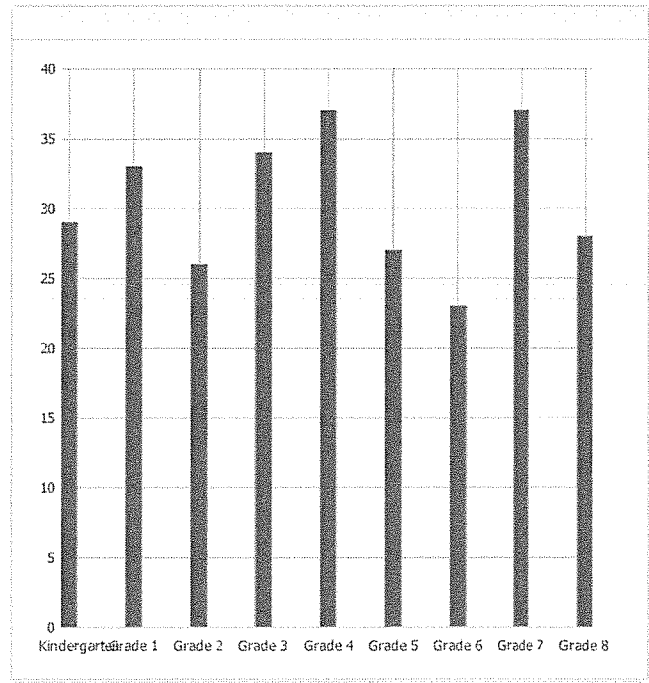
Twain Harte School serves grades TK-8. Our enrollment for the 2015-2016 school year is approximately 270 students. The mission statement of Twain Harte School district is as follows:

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.

Student Enrollment by Grade Level (School Year 2014-15)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 29 |
| Grade 1 | 33 |
| Grade 2 | 26 |
| Grade 3 | 34 |
| Grade 4 | 37 |
| Grade 5 | 27 |
| Grade 6 | 23 |
| Grade 7 | 37 |
| Grade 8 | 28 |
| Total Enrollment | 274 |



Last updated: 2/9/2016

Student Enrollment by Student Group (School Year 2014-15)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.1 % |
| American Indian or Alaska Native | 0.4 % |
| Asian | 0.0 % |
| Filipino | 0.0 % |
| Hispanic or Latino | 12.8 % |
| Native Hawaiian or Pacific Islander | 1.1 % |
| White | 82.5 % |
| Two or More Races | 2.2 % |
| Socioeconomically Disadvantaged | 60.6 % |
| English Learners | 0.0 % |
| Students with Disabilities | 14.6 % |
| Foster Youth | 0.0 % |

Last updated: 2/9/2016

A. Conditions of Learning

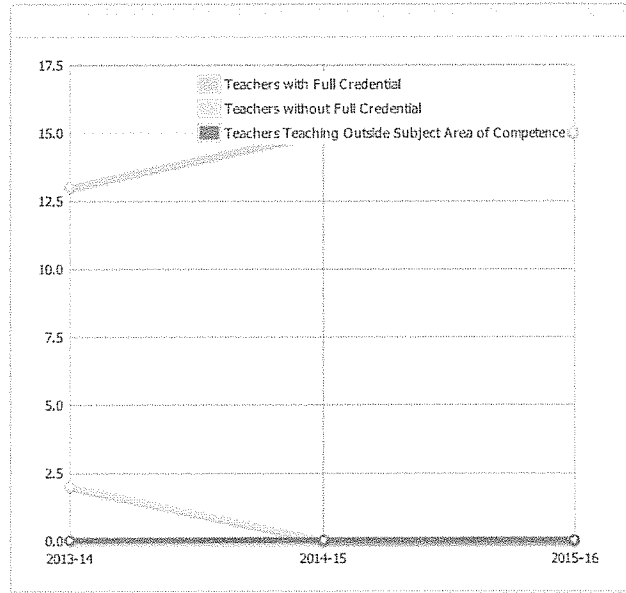
State Priority: Basic

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

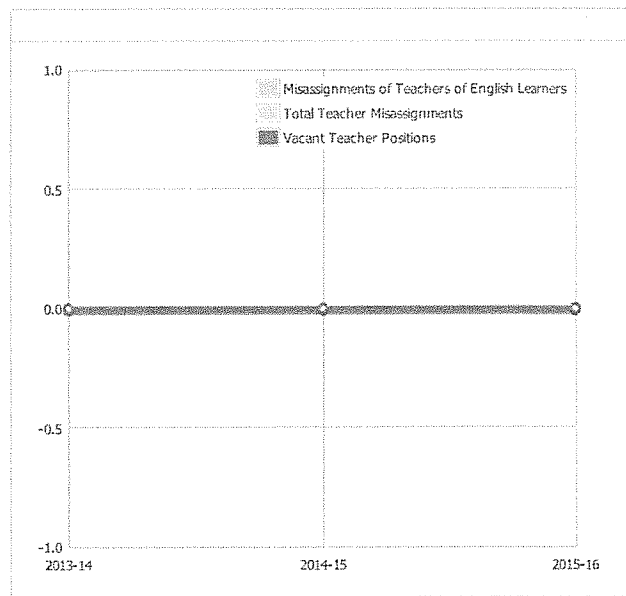
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2013-14 | 2014-15 | 2015-16 | 2015-16 |
| With Full Credential | 13 | 15 | 15 | 15 |
| Without Full Credential | 2 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |



Last updated: 2/9/2016

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2013-14 | 2014-15 | 2015-16 |
|--|---------|---------|---------|
| 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: 2/9/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

| 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 | 100.0% | 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.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2015

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|----------------------------|--|
| Reading/Language Arts | Houghton Mifflin California Reading | No | 0.0 % |
| Mathematics | Houghton Mifflin California Math Eureka Math | Yes | 0.0 % |
| Science | Harcourt California Science K-5th Grade 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, Medieval to Early Times - 7th Grade Holt US History, Independence to 1914 - 8th Grade | Yes | 0.0 % |
| Foreign Language | | | 0.0 % |
| Health | | | 0.0 % |
| Visual and Performing Arts | | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | | | 0.0 % |

Last updated: 2/9/2016

School Facility Conditions and Planned Improvements - Most Recent Year

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: 2/9/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2014

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Fair | Cracked hallway tiles are replaced as needed. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Fair | Looking to renovate the bathrooms in both campuses as funds allow. |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2014

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 2/11/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

| Subject | Percent of Students Meeting or Exceeding the State Standards | | |
|--|--|----------|-------|
| | School | District | State |
| English Language Arts / Literacy (grades 3-8 and 11) | 32.0% | 32.0% | 44.0% |
| Mathematics (grades 3-8 and 11) | 37.0% | 37.0% | 33.0% |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/10/2016

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

ELA - Grade 3

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 39 | 37 | 94.9% | 19.0% | 32.0% | 30.0% | 19.0% |
| Male | 39 | 17 | 43.6% | 24.0% | 29.0% | 29.0% | 18.0% |
| Female | 39 | 20 | 51.3% | 15.0% | 35.0% | 30.0% | 20.0% |
| Black or African American | 39 | 1 | 2.6% | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 39 | 9 | 23.1% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 39 | 2 | 5.1% | -- | -- | -- | -- |
| White | 39 | 25 | 64.1% | 20.0% | 32.0% | 32.0% | 16.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 39 | 24 | 61.5% | 17.0% | 33.0% | 33.0% | 17.0% |
| English Learners | 39 | 1 | 2.6% | -- | -- | -- | -- |
| Students with Disabilities | 39 | 2 | 5.1% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/10/2016

ELA - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 38 | 36 | 94.7% | 31.0% | 17.0% | 33.0% | 19.0% |
| Male | 38 | 16 | 42.1% | 44.0% | 19.0% | 25.0% | 13.0% |
| Female | 38 | 20 | 52.6% | 20.0% | 15.0% | 40.0% | 25.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 38 | 1 | 2.6% | -- | -- | -- | -- |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 38 | 3 | 7.9% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 38 | 32 | 84.2% | 34.0% | 19.0% | 28.0% | 19.0% |
| Two or More Races | 38 | 0 | 0.0% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 38 | 20 | 52.6% | 35.0% | 15.0% | 35.0% | 15.0% |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 38 | 7 | 18.4% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/10/2016

ELA - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 25 | 24 | 96.0% | 54.0% | 25.0% | 13.0% | 8.0% |
| Male | 25 | 14 | 56.0% | 64.0% | 14.0% | 7.0% | 14.0% |
| Female | 25 | 10 | 40.0% | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 25 | 1 | 4.0% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 25 | 1 | 4.0% | -- | -- | -- | -- |
| White | 25 | 22 | 88.0% | 50.0% | 27.0% | 14.0% | 9.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 25 | 14 | 56.0% | 57.0% | 29.0% | 14.0% | 0.0% |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 25 | 4 | 16.0% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/10/2016

ELA- Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 24 | 23 | 95.8% | 39.0% | 35.0% | 22.0% | 4.0% |
| Male | 24 | 11 | 45.8% | 45.0% | 45.0% | 9.0% | 0.0% |
| Female | 24 | 12 | 50.0% | 33.0% | 25.0% | 33.0% | 8.0% |
| Black or African American | 24 | 1 | 4.2% | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 24 | 2 | 8.3% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 24 | 19 | 79.2% | 42.0% | 32.0% | 21.0% | 5.0% |
| Two or More Races | 24 | 1 | 4.2% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 24 | 9 | 37.5% | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 24 | 2 | 8.3% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/11/2016

ELA - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 34 | 34 | 100.0% | 41.0% | 26.0% | 12.0% | 3.0% |
| Male | 34 | 17 | 50.0% | 35.0% | 24.0% | 24.0% | 0.0% |
| Female | 34 | 17 | 50.0% | 47.0% | 29.0% | 0.0% | 6.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 34 | 4 | 11.8% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 34 | 30 | 88.2% | 43.0% | 23.0% | 10.0% | 3.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 34 | 23 | 67.6% | 57.0% | 17.0% | 13.0% | 0.0% |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 34 | 7 | 20.6% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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Last updated: 2/11/2016

ELA - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 28 | 28 | 100.0% | 25.0% | 54.0% | 21.0% | 0.0% |
| Male | 28 | 16 | 57.1% | 31.0% | 63.0% | 6.0% | 0.0% |
| Female | 28 | 12 | 42.9% | 17.0% | 42.0% | 42.0% | 0.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 28 | 2 | 7.1% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 28 | 25 | 89.3% | 24.0% | 56.0% | 20.0% | 0.0% |
| Two or More Races | 28 | 1 | 3.6% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 28 | 12 | 42.9% | 17.0% | 58.0% | 25.0% | 0.0% |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 28 | 8 | 28.6% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/11/2016

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Mathematics - Grade 3

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 39 | 37 | 94.9% | 24.0% | 22.0% | 46.0% | 8.0% |
| Male | 39 | 17 | 43.6% | 24.0% | 18.0% | 47.0% | 12.0% |
| Female | 39 | 20 | 51.3% | 25.0% | 25.0% | 45.0% | 5.0% |
| Black or African American | 39 | 1 | 2.6% | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 39 | 9 | 23.1% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 39 | 2 | 5.1% | -- | -- | -- | -- |
| White | 39 | 25 | 64.1% | 16.0% | 24.0% | 48.0% | 12.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 39 | 24 | 61.5% | 29.0% | 17.0% | 50.0% | 4.0% |
| English Learners | 39 | 1 | 2.6% | -- | -- | -- | -- |
| Students with Disabilities | 39 | 2 | 5.1% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/11/2016

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Mathematics - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 38 | 35 | 92.1% | 23.0% | 23.0% | 37.0% | 14.0% |
| Male | 38 | 15 | 39.5% | 40.0% | 13.0% | 33.0% | 7.0% |
| Female | 38 | 20 | 52.6% | 10.0% | 30.0% | 40.0% | 20.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 38 | 1 | 2.6% | -- | -- | -- | -- |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 38 | 3 | 7.9% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 38 | 31 | 81.6% | 26.0% | 23.0% | 32.0% | 16.0% |
| Two or More Races | 38 | 0 | 0.0% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 38 | 19 | 50.0% | 21.0% | 37.0% | 26.0% | 11.0% |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 38 | 7 | 18.4% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/11/2016

Mathematics - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 25 | 24 | 96.0% | 46.0% | 38.0% | 13.0% | 4.0% |
| Male | 25 | 14 | 56.0% | 29.0% | 50.0% | 14.0% | 7.0% |
| Female | 25 | 10 | 40.0% | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 25 | 1 | 4.0% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 25 | 1 | 4.0% | -- | -- | -- | -- |
| White | 25 | 22 | 88.0% | 50.0% | 32.0% | 14.0% | 5.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 25 | 14 | 56.0% | 43.0% | 50.0% | 7.0% | 0.0% |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 25 | 4 | 16.0% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/11/2016

Mathematics - Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 24 | 24 | 100.0% | 33.0% | 38.0% | 13.0% | 8.0% |
| Male | 24 | 11 | 45.8% | 45.0% | 36.0% | 9.0% | 9.0% |
| Female | 24 | 13 | 54.2% | 23.0% | 38.0% | 15.0% | 8.0% |
| Black or African American | 24 | 1 | 4.2% | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 24 | 2 | 8.3% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 24 | 20 | 83.3% | 35.0% | 30.0% | 15.0% | 10.0% |
| Two or More Races | 24 | 1 | 4.2% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 24 | 10 | 41.7% | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 24 | 2 | 8.3% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/11/2016

Mathematics - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 34 | 32 | 94.1% | 47.0% | 9.0% | 31.0% | 13.0% |
| Male | 34 | 16 | 47.1% | 44.0% | 6.0% | 31.0% | 19.0% |
| Female | 34 | 16 | 47.1% | 50.0% | 13.0% | 31.0% | 6.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 34 | 4 | 11.8% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 34 | 28 | 82.4% | 50.0% | 7.0% | 32.0% | 11.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 34 | 21 | 61.8% | 62.0% | 14.0% | 19.0% | 5.0% |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 34 | 6 | 17.6% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/11/2016

Mathematics - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 28 | 26 | 92.9% | 54.0% | 27.0% | 19.0% | 0.0% |
| Male | 28 | 15 | 53.6% | 73.0% | 13.0% | 13.0% | 0.0% |
| Female | 28 | 11 | 39.3% | 27.0% | 45.0% | 27.0% | 0.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 28 | 1 | 3.6% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 28 | 24 | 85.7% | 54.0% | 25.0% | 21.0% | 0.0% |
| Two or More Races | 28 | 1 | 3.6% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 28 | 11 | 39.3% | 36.0% | 36.0% | 27.0% | 0.0% |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 28 | 8 | 28.6% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
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- Level 4 = Standard exceeded

Last updated: 2/11/2016

California Standards Tests for All Students in Science – Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Science (grades 5, 8, and 10) | -- | -- | 36.0% | -- | -- | 36.0% | -- | -- | 56.0% |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/11/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

| Student Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA | 36.0% |
| All Students at the School | 36.0% |
| Male | 37.0% |
| Female | 45.0% |
| Black or African American | -- |
| American Indian or Alaska Native | -- |
| Asian | -- |
| Filipino | -- |
| Hispanic or Latino | -- |
| Native Hawaiian or Pacific Islander | -- |
| White | 36.0% |
| Two or More Races | -- |
| Socioeconomically Disadvantaged | 36.0% |
| English Learners | -- |
| Students with Disabilities | -- |
| Students Receiving Migrant Education Services | -- |
| Foster Youth | -- |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/11/2016

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 areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

| Percent of Students Meeting Fitness Standards | | | |
|---|-----------------------|-----------------------|----------------------|
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 8.3% | 8.3% | 75.0% |
| 7 | 15.6% | – | 81.2% |

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: 2/11/2016

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 - Most Recent Year

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.

There are two formal parent groups on campus, Parents at Twain Harte School (P.A.T.H.S.) and the Foundation for Educational Excellence (F.F.E.E.). These groups conduct 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 while F.F.E.E. allows teachers to apply for grants for special projects. P.A.T.H.S. also puts on many events and activities throughout the school year such as our Halloween Carnival, book faires, and many other events throughout the year for students and families.

In addition to these two formal groups, parents work with the principal on the Parent Advisory Committee to review school data and gather input from various stakeholders to help create the Local Control Accountability Plan (LCAP).

State Priority: Pupil Engagement

Last updated: 2/11/2016

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

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

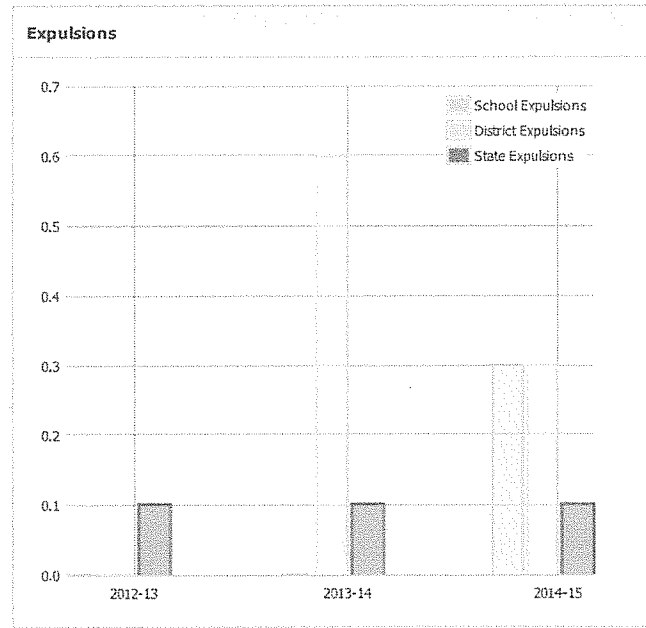
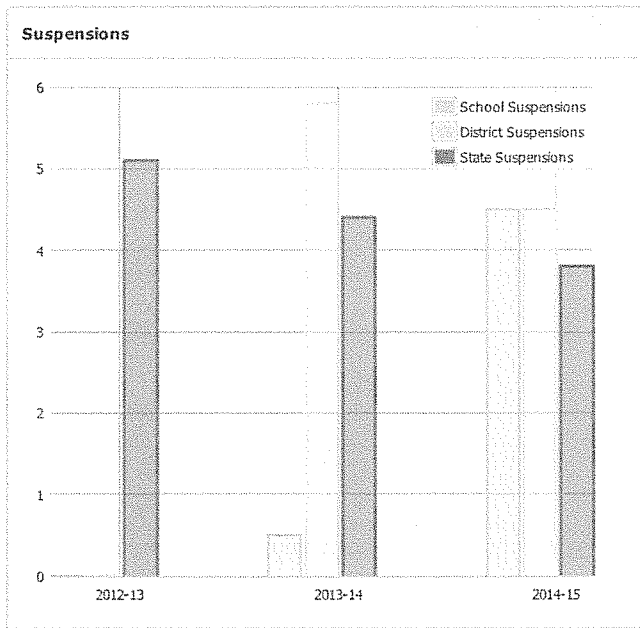
State Priority: School Climate

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

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions | 0.0 | 0.5 | 4.5 | 0.0 | 5.8 | 4.5 | 5.1 | 4.4 | 3.8 |
| Expulsions | 0.0 | 0.0 | 0.3 | 0.0 | 0.6 | 0.3 | 0.1 | 0.1 | 0.1 |



Last updated: 2/11/2016

School Safety Plan - Most Recent Year

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: 2/11/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

| AYP Criteria | School | District | State |
|--|--------|----------|-------|
| Made AYP Overall | Yes | Yes | |
| Met Participation Rate - English Language Arts | Yes | Yes | |
| Met Participation Rate - Mathematics | Yes | Yes | |
| Met Percent Proficient - English Language Arts | N/A | N/A | |
| Met Percent Proficient - Mathematics | N/A | N/A | |
| Met Attendance Rate | | | |
| Met Graduation Rate | N/A | N/A | |

Last updated: 2/11/2016

Federal Intervention Program (School Year 2015-16)

| 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: 2/11/2016

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2012-13 | | | 2013-14 | | | 2014-15 | | | | | |
|-------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
| | 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 | 16.0 | 1 | 1 | | 21.0 | 1 | 1 | | 10.0 | 3 | | |
| 1 | 13.0 | 2 | | | 25.0 | | 1 | | 17.0 | 1 | 1 | |
| 2 | 17.0 | 1 | 1 | | 18.0 | 1 | 1 | | 13.0 | 2 | | |
| 3 | 27.0 | | 1 | | 19.0 | 1 | 1 | | 17.0 | 1 | 1 | |
| 4 | 22.0 | | 1 | | 29.0 | | 1 | | 19.0 | 1 | 1 | |
| 5 | | | | | | | | | 27.0 | | 1 | |
| 6 | | | | | | | | | 23.0 | | 1 | |
| Other | 10.0 | 1 | | | | | | | | | | |

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

Last updated: 2/11/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

| 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 | 0.4 | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | 0.4 | N/A |
| Resource Specialist (non-teaching) | 2.0 | 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: 2/11/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

| 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 | \$75334.0 |
| District | N/A | N/A | \$12439.0 | \$75334.0 |
| Percent Difference – School Site and District | N/A | N/A | 0.0% | 0.0% |
| State | N/A | N/A | \$5348.0 | \$59180.0 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

Last updated: 2/11/2016

Types of Services Funded (Fiscal Year 2014-15)

Twain Harte School is committed to deloping the whole child, and we provide a variety of supports to help our students reach thier 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
- Technology Support coordinator
- 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 itinerent staff for speech and language, occupational therapy, school psychologist, and adaptive P.E. services.

Last updated: 2/11/2016

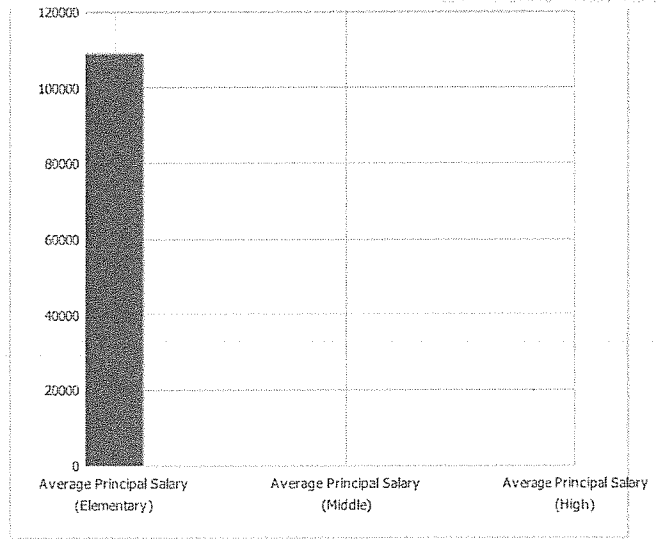
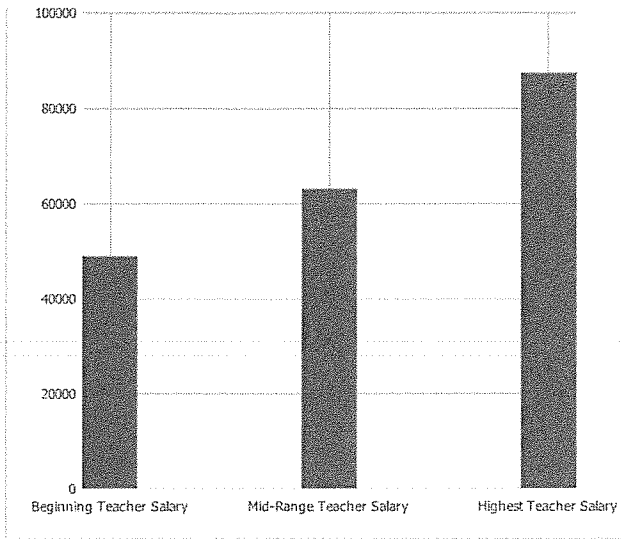
Teacher and Administrative Salaries (Fiscal Year 2013-14)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$48,898 | \$39,948 |
| Mid-Range Teacher Salary | \$63,014 | \$57,401 |
| Highest Teacher Salary | \$87,320 | \$73,183 |
| Average Principal Salary (Elementary) | \$108,957 | \$94,578 |
| Average Principal Salary (Middle) | -- | \$97,400 |
| Average Principal Salary (High) | -- | -- |
| Superintendent Salary | -- | \$112,657 |
| Percent of Budget for Teacher Salaries | 39.0% | 35.0% |
| Percent of Budget for Administrative Salaries | 6.0% | 7.0% |

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 2/11/2016

Professional Development – Most Recent Three Years

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 upcoming years we are looking at new Common Core aligned English Language Arts curriculum and then the Next Generation Science Standards will be a few years out. The County Superintendent of Schools' office has coordinated many professional development days for all of the small schools in the county over the last few years. There has been many collaboration days where teachers from different schools who teach at the same grade levels are able to come together to share strategies and learn from one another. We have also sent teachers to Stanislaus County Office of Education to take part in some of the in depth math trainings they have there. The County Superintendent of Schools' office has also coordinated a yearly professional development day where all the teachers and classified staff have the opportunity to choose from a "menu" of professional development sessions.

Another area of professional development has been our Positive Behavior Support program where staff have been trained to focus on rewarding positive behavior in students. We have worked on schoolwide systems that encourage students to be safe, be responsible, and be respectful. We have implemented many positive incentives that are tied to the Character Counts! program that we adopted a few years ago including rewarding "Character Cards" and having weekly drawings at lunch time.

We have also increased the amount of professional development supporting Response to Intervention. This includes looking at our benchmark assessments to evaluate the effectiveness of our classroom instruction, as well as looking at individual students who may need some more intensive support.

A final area of emphasis for our professional development has been and will continue to be the effective use of technology in the classroom. All of our classes have been outfitted with interactive whiteboards and projectors, and teachers have been getting training in how to use this technology to better engage their students.

Last updated: 2/11/2016