

School Accountability Report Card

Reported Using Data from the 2017—18 School Year

California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 (School Year 2018—19)

District Contact Information (School Year 2018—19)	
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 2018—19)	
School Name	Twain Harte
Street	18815 Manzanita Dr.
City, State, Zip	Twain Harte, Ca, 95383-9515
Phone Number	209-586-3266
Principal	Gabe Wingo, Principal
E-mail Address	gwingo@twainharteschool.com
Web Site	www.twainharteschool.com
County-District-School (CDS) Code	55724216115018

Last updated: 1/3/2019

School Description and Mission Statement (School Year 2018—19)

SCHOOL DESCRIPTION AND MISSION STATEMENT

Twain Harte School is a TK-8 single school district with approximately 260 students, 40 staff members, and about 175 families. Twain Harte School is located in a rural, forested region of Tuolumne County at 4000 feet in elevation.

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.

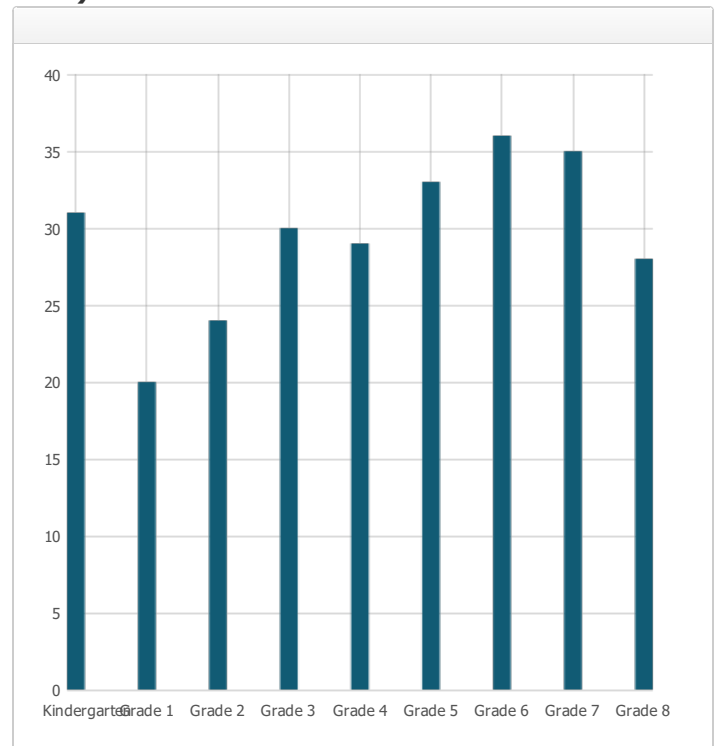
- Challenging and teaching our students to uphold the highest level of respect for themselves, others, and their community and country.

- Striving to continually improve our environment through our school, community, country, and world.

Last updated: 1/28/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	31
Grade 1	20
Grade 2	24
Grade 3	30
Grade 4	29
Grade 5	33
Grade 6	36
Grade 7	35
Grade 8	28
Total Enrollment	266



Last updated: 1/3/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	0.4 %
Asian	0.4 %
Filipino	%
Hispanic or Latino	20.3 %
Native Hawaiian or Pacific Islander	1.5 %
White	74.4 %
Two or More Races	2.6 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	66.9 %
English Learners	0.8 %
Students with Disabilities	10.5 %
Foster Youth	%

A. Conditions of Learning

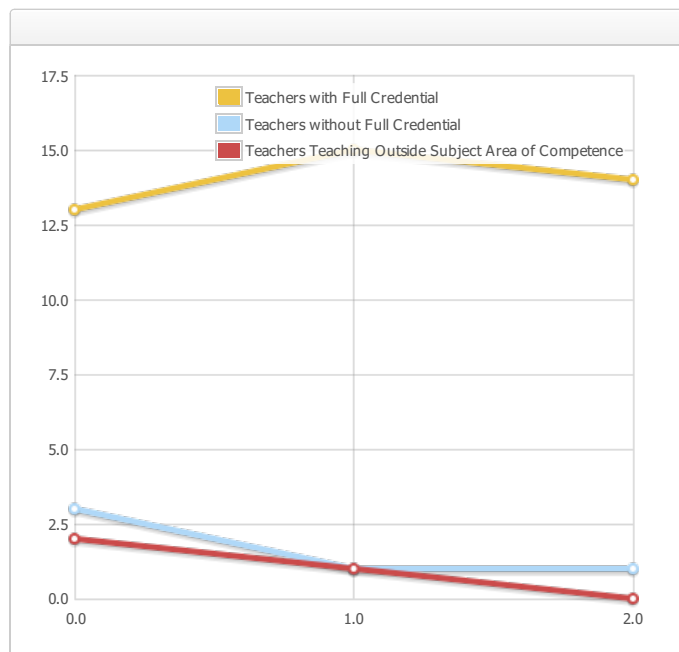
State Priority: Basic

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

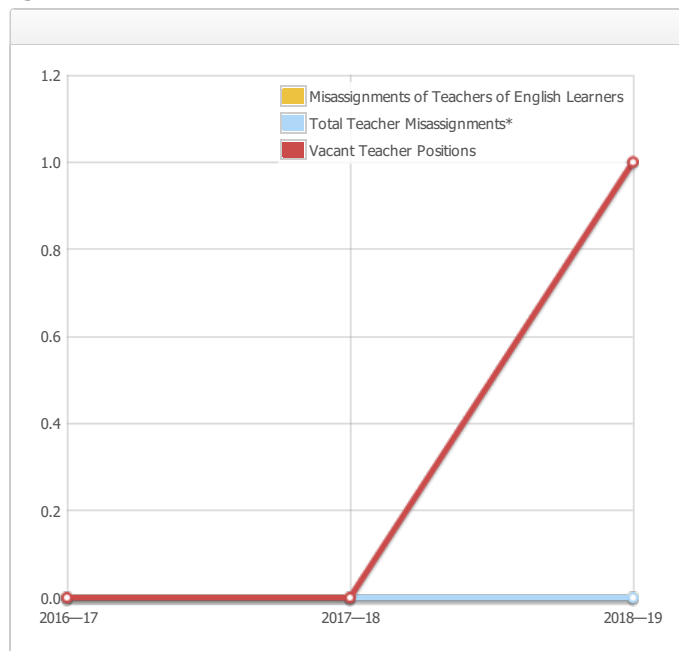
Teachers	School 2016 —17	School 2017 —18	School 2018 —19	District 2018— 19
With Full Credential	13	15	14	14
Without Full Credential	3	1	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	1	0	0



Last updated: 1/28/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016— 17	2017— 18	2018— 19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1



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: 1/28/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 - Houghton Mifflin Journeys 3-5 - Benchmark Advance 6-8 - Study Sync	Yes	0.0 %
Mathematics	Eureka Math	Yes	0.0 %
Science	K-5 Harcourt California Science 6-8 Prentice Hall	Yes	0.0 %
History-Social Science	Holt Rinehart Winston	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: 1/24/2019

School Facility Conditions and Planned Improvements

The most recent Facility Inspection Tool was completed in November of 2018 and shows an overall rating of 96 which falls into the "good" rating. Areas of concern were noted as some leaks in classroom roofs and cracked asphalt on the playground.

We are currently in the bid phase for the modernization of our music classroom. All lighting has recently been upgraded to energy efficient LED lights throughout the campus. We are also currently in the planning phase of upgrading our lower building wing sometime in the next few years.

Last updated: 1/24/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Some stained cieling tiles in rooms due to past and present roof leaks. Patching has addressed some of the current leaks and we plan to reroof affected areas in the summer of 2019.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Some cracks in the playground asphalt.

Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Good
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Last updated: 1/3/2019

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	47.0%	55.0%	47.0%	55.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	50.0%	45.0%	50.0%	45.0%	37.0%	38.0%

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.

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

Last updated: 1/3/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	196	188	95.92%	54.79%
Male	111	105	94.59%	51.43%
Female	85	83	97.65%	59.04%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	36	35	97.22%	45.71%
Native Hawaiian or Pacific Islander	--	--	--	
White	149	143	95.97%	55.94%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	132	129	97.73%	43.41%
English Learners	--	--	--	
Students with Disabilities	18	17	94.44%	17.65%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/3/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	196	188	95.92%	44.68%
Male	111	105	94.59%	47.62%
Female	85	83	97.65%	40.96%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	36	35	97.22%	42.86%
Native Hawaiian or Pacific Islander	--	--	--	
White	149	143	95.97%	46.15%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	132	129	97.73%	36.43%
English Learners	--	--	--	
Students with Disabilities	18	17	94.44%	23.53%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/3/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/3/2019

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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.6%	11.8%	64.7%
7	20.6%	23.5%	23.5%

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: 1/3/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

Twain Harte School encourages parents to actively participate in the educational process with their children. Parent volunteers receive training prior to volunteering in classrooms. We have an active parent group, Parents At Twain Harte School (PATHS), that supports various programs at our school through fundraising activities. Our School Site Council administers a parent survey to gather input and feedback on our school programs.

State Priority: Pupil Engagement

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

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

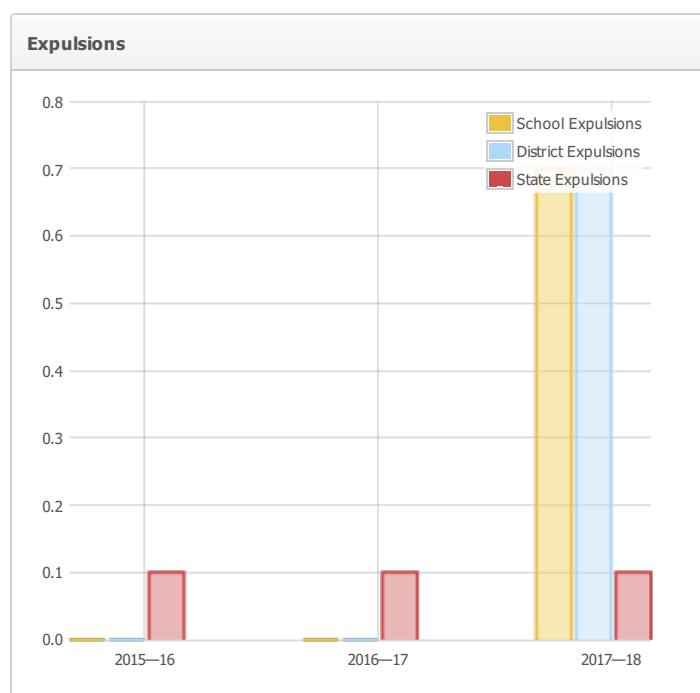
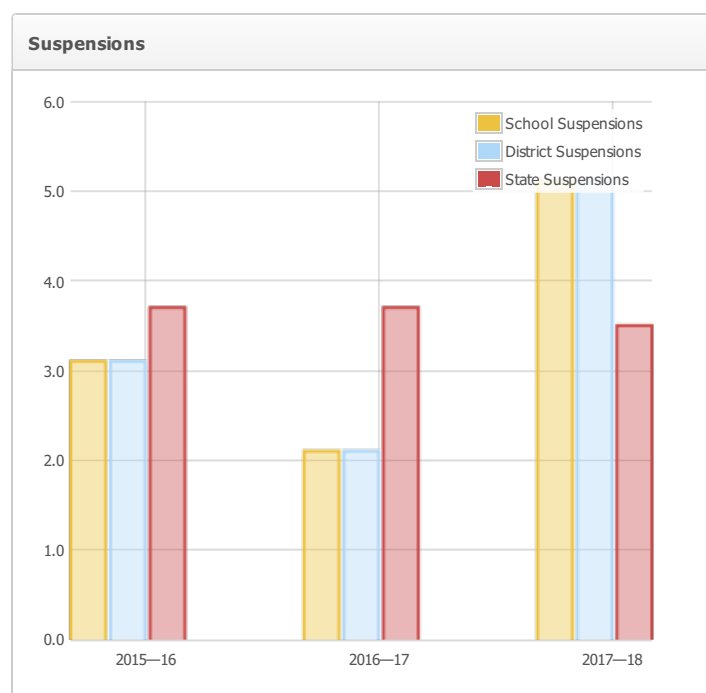
State Priority: School Climate

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	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	3.1%	2.1%	5.1%	3.1%	2.1%	5.1%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.7%	0.0%	0.0%	0.7%	0.1%	0.1%	0.1%



Last updated: 1/3/2019

School Safety Plan (School Year 2018—19)

Twain Harte School works diligently to establish and maintain a safe school climate. Our School Safety Plan is developed with input from law enforcement and is updated annually by the School Site Council and adopted by the school board. The safety plan addresses student safety procedures in the occurrence of a dangerous incident. All areas of the campus are carefully monitored by personnel and a video surveillance system. All visitors are required to report to the office, sign in, and wear visitor badges while on campus.

School discipline procedures are communicated to parents via the school handbook at the start of every school year. We have relatively few discipline problems which are dealt with by administration and staff members are committed to maintaining a safe and positive learning environment and trained in a variety of classroom management techniques.

Last updated: 1/3/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.0	2	0	0
1	17.0	2	0	0
2	20.0	2	0	0
3	18.0	2	0	0
4	23.0	0	2	0
5	22.0	0	2	0
6	27.0	0	1	0
Other**	0.0	0	0	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0	0	1	0
1	24.0	1	0	0
2	19.0	2	0	0
3	19.0	2	0	0
4	25.0	0	1	0
5	19.0	2	0	0
6	33.0	0	0	1
Other**	0.0	0	0	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	13.0	2	0	0
1	19.0	1	0	0
2	14.0	2	0	0
3	21.0	2	0	0
4	30.0	0	1	0
5	33.0	0	0	1
6	18.0	2	0	0
Other**	0.0	0	0	0

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

** "Other" category is for multi-grade level classes.

Last updated: 1/28/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	1	1	0
Mathematics	26.0	1	1	0
Science	26.0	1	1	0
Social Science	26.0	1	1	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	27.0	0	2	0
Mathematics	27.0	0	2	0
Science	27.0	0	2	0
Social Science	27.0	0	2	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	31.0	0	2	0
Mathematics	31.0	0	2	0
Science	31.0	0	2	0
Social Science	31.0	0	2	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/28/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)		N/A
Other	1.5	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: 1/3/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14852.0	\$2394.0	\$12458.0	\$76243.0
District	N/A	N/A	\$12458.0	\$76243.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$7125.0	\$63218.0
Percent Difference – School Site and State	N/A	N/A	75.0%	21.0%

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

Last updated: 1/3/2019

Types of Services Funded (Fiscal Year 2017—18)

Twain Harte School provides social emotional support for all of our students through the services of our Treehouse coordinator in grades K-3 and our Safe School Ambassador in grades 4-8. These 2 positions provide students who may be struggling socially with peers extra support through small group and individual activities designed to increase the SEL capacity of those students identified as needing extra support in this area. We also have a licensed counselor who works with students in all grade levels who need more intensive emotional support.

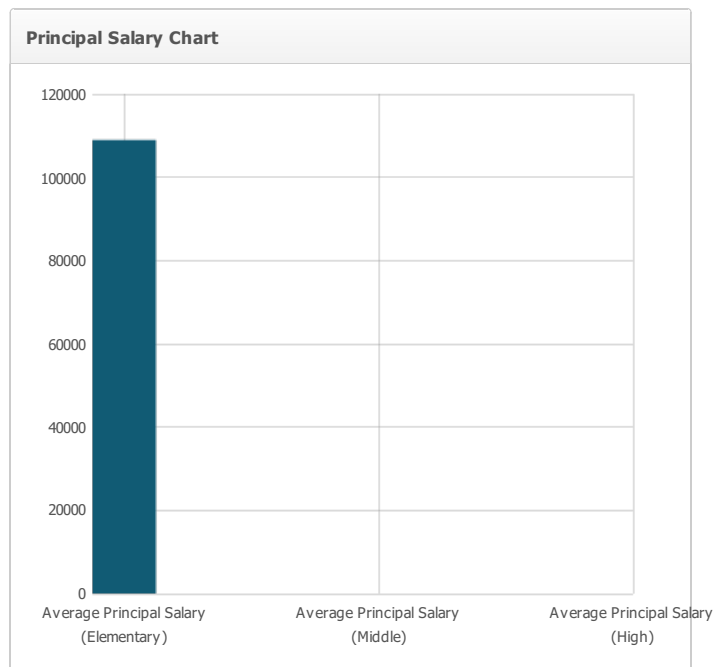
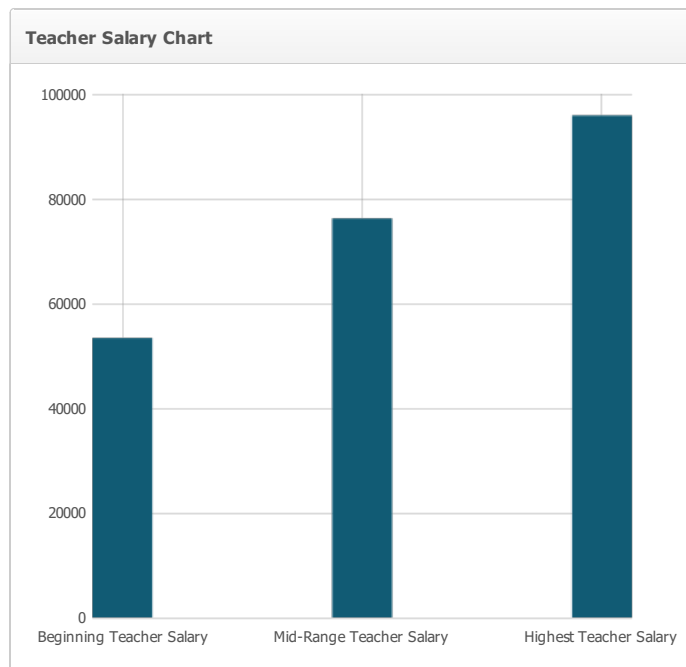
For students requiring behavioral intervention we have contracted with an outside provider to observe students and develop behavioral intervention plans for these students. These behavior professionals also provide ongoing training and support for staff to implement the plans as well. If needed, behavior support can also be provided to parents in the home also.

Last updated: 1/28/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,397	\$44,375
Mid-Range Teacher Salary	\$76,243	\$65,926
Highest Teacher Salary	\$95,907	\$82,489
Average Principal Salary (Elementary)	\$108,957	\$106,997
Average Principal Salary (Middle)	--	\$109,478
Average Principal Salary (High)	--	--
Superintendent Salary	\$40,133	\$121,894
Percent of Budget for Teacher Salaries	33.0%	32.0%
Percent of Budget for Administrative Salaries	9.0%	7.0%

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



Last updated: 1/3/2019

Professional Development

The Twain Harte School District and the Twain Harte Federation of Teachers agreed beginning in the fall of 2017 to early student dismissal every Wednesday for the purpose of staff development and teacher collaboration time. The focus of our staff development meetings for 2018-19 are differentiation of instruction to meet the needs of all learners. We also utilize the services of outside consultants to provide assessment and curricular training and instructional coaching.

