

Mark Twain Elementary School

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 at <http://dq.cde.ca.gov/dataquest/> 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)

School Contact Information	
School Name	Mark Twain Elementary School
Street	19411 Krameria Avenue
City, State, Zip	Riverside, CA 92508
Phone Number	(951) 789-8170
Principal	Debbie Ausman-Haskins
E-mail Address	dhaskins@rusd.k12.ca.us
Web Site	
Grades Served	K-6
CDS Code	33 67215 0111252

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

School Description and Mission Statement (Most Recent Year)

Our Mission Statement: Mark Twain staff members, students, and parents are committed to ensuring a safe and positive learning environment for all students. We will work collaboratively to provide students with carefully designed instruction, interventions and challenging activities that are aligned with Common Core State Standards. With the additional support of advanced technology, we endeavor to empower our students with knowledge and enriching experiences that will create life-long learners. Indicators of the progress of students are monitored through district and site assessments, and the CELDT. Some of the assessments include district Benchmark Assessments, DIBELS and Writing Assessments. At the school level, students are monitored with a wide variety of short term assessments in both language arts and mathematics that allow teachers to adjust instruction and provide intervention or advanced study. The school level monitoring ranges from every two weeks to every six weeks.

Active involvement of our Students, Staff members, and Twain Families are essentially the keys to our successful educational program. Our parents and teachers work collaboratively to provide enriching learning experiences for our students. We provide various forms of close communication, including our "Going Green" paperless School Website, Newsletters and Flyers, Auto-Dialer phone messages, and Marque displays. In addition, our teams of teachers regularly send home communications and post information on their websites which serve to inform parents about current lessons, activities, and students' progress at Twain. Please visit the RUSD website at www.rusd.k12.ca.us for more information about Mark Twain Elementary's Educational Program.

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

Grade Level	Number of Students
Kindergarten	154
Grade 1	151
Grade 2	150
Grade 3	161
Grade 4	172
Grade 5	152
Grade 6	153
Total Enrollment	1,093

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	9.3
American Indian or Alaska Native	0.5
Asian	5.3
Filipino	4.4
Hispanic or Latino	42.5
Native Hawaiian or Pacific Islander	0.2
White	33.9
Two or More Races	2.9
Socioeconomically Disadvantaged	37.2
English Learners	5.7
Students with Disabilities	9
Foster Youth	1.2

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

The SARC provides the following information relevant to the Basic State Priority (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	43	43	45	1855
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	1	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.

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	Not Taught by Highly Qualified Teachers
This School	97.7	2.3
All Schools in District	93.6	6.4
High-Poverty Schools in District	93.3	6.7
Low-Poverty Schools in District	95.0	5.0

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 (School Year 2015-16)

Year and month in which data were collected: 10/2015

The table displays information collected in October 5, 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: California Treasures, K-2 (Adopted in 2013) Houghton Mifflin Reading: A Legacy of Literacy, 3-6 (Adopted in 2002) Scholastic - Read 180/System 44 (Adopted in 2010)	Yes	0%
Mathematics	Pearson Education: enVision Math California Common Core 2015, K-6	Yes	0%
Science	McGraw Hill: California Science, K-6 (Adopted in 2007)	Yes	0%
History-Social Science	Harcourt: Reflections, K-6 (Adopted in 2006)	Yes	0%
Visual and Performing Arts	Elementary Music Program and Standards-based Arts Lessons	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 2005
 Lot Size: 10 acres
 46 Permanent Classrooms
 0 Portable Classroom
 Cafeteria
 Library/Multi-Purpose Room

“Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District’s Maintenance and Operations Office and are available for review.”

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. Mark Twain Elementary School completed their school site inspection on 04/30/15.

Mark Twain has a full time and a part-time custodial staff who along with other district personnel maintain the grounds and facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

of Work Orders = 291
 Labor Hours = 1,040.76
 Assessed Value of Work = \$47,291.44

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 4/30/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 4/30/2015				
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], 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 (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	55	43	44
Mathematics	51	33	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	157	156	99.4	23	27	23	27
	4	165	164	99.4	22	23	23	32
	5	155	148	95.5	18	23	36	22
	6	146	146	100.0	11	32	39	18
Male	3		77	49.0	30	23	25	22
	4		84	50.9	24	26	20	30
	5		65	41.9	26	22	34	18
	6		73	50.0	15	30	38	15
Female	3		79	50.3	16	30	22	32
	4		80	48.5	20	20	25	34
	5		83	53.5	12	24	39	25
	6		73	50.0	7	33	40	21
Black or African American	3		14	8.9	21	36	21	21
	4		9	5.5	--	--	--	--
	5		14	9.0	29	29	36	7
	6		12	8.2	8	33	33	25
American Indian or Alaska Native	4		1	0.6	--	--	--	--
	5		1	0.6	--	--	--	--
	6		1	0.7	--	--	--	--
Asian	3		8	5.1	--	--	--	--
	4		5	3.0	--	--	--	--
	5		13	8.4	0	23	15	62

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6	6	4.1	--	--	--	--	--
Filipino	3	7	4.5	--	--	--	--	--
	4	12	7.3	17	33	8	42	
	5	5	3.2	--	--	--	--	--
	6	7	4.8	--	--	--	--	--
Hispanic or Latino	3	71	45.2	34	23	21	23	
	4	76	46.1	30	20	26	24	
	5	61	39.4	26	21	33	20	
	6	60	41.1	12	38	40	10	
Native Hawaiian or Pacific Islander	4	1	0.6	--	--	--	--	--
White	3	50	31.8	16	32	26	26	
	4	52	31.5	12	27	25	35	
	5	48	31.0	13	29	42	17	
	6	54	37.0	9	30	37	22	
Two or More Races	3	5	3.2	--	--	--	--	--
	4	6	3.6	--	--	--	--	--
	5	3	1.9	--	--	--	--	--
	6	4	2.7	--	--	--	--	--
Socioeconomically Disadvantaged	3	59	37.6	36	32	20	12	
	4	68	41.2	38	21	18	24	
	5	63	40.6	30	22	29	19	
	6	45	30.8	13	36	36	16	
Students with Disabilities	3	13	8.3	69	15	15	0	
	4	14	8.5	64	7	21	0	
	5	10	6.5	--	--	--	--	--
	6	11	7.5	64	36	0	0	
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

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.

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	157	156	99.4	19	15	43	23
	4	165	163	98.8	14	39	26	20
	5	155	149	96.1	31	27	24	18
	6	146	146	100.0	16	34	28	22
Male	3		77	49.0	17	12	45	26
	4		84	50.9	15	36	30	19
	5		66	42.6	38	18	26	18
	6		73	50.0	15	33	27	23
Female	3		79	50.3	22	18	41	20
	4		79	47.9	13	42	23	22
	5		83	53.5	25	34	23	18
	6		73	50.0	16	34	29	21
Black or African American	3		14	8.9	29	7	57	7
	4		9	5.5	--	--	--	--
	5		14	9.0	50	21	14	14
	6		12	8.2	17	17	33	33
American Indian or Alaska Native	4		1	0.6	--	--	--	--
	5		1	0.6	--	--	--	--
	6		1	0.7	--	--	--	--
Asian	3		8	5.1	--	--	--	--
	4		5	3.0	--	--	--	--
	5		13	8.4	0	15	38	46
	6		6	4.1	--	--	--	--
Filipino	3		7	4.5	--	--	--	--
	4		12	7.3	25	25	25	25
	5		5	3.2	--	--	--	--
	6		7	4.8	--	--	--	--
Hispanic or Latino	3		71	45.2	23	18	39	20
	4		76	46.1	17	46	22	14
	5		62	40.0	37	32	16	15
	6		60	41.1	25	35	23	17
Native Hawaiian or Pacific Islander	4		0	0.0	--	--	--	--
White	3		50	31.8	18	14	44	24
	4		52	31.5	8	35	37	19
	5		48	31.0	31	25	25	19

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		54	37.0	9	35	31	22
Two or More Races	3		5	3.2	--	--	--	--
	4		6	3.6	--	--	--	--
	5		3	1.9	--	--	--	--
	6		4	2.7	--	--	--	--
Socioeconomically Disadvantaged	3		59	37.6	24	19	47	10
	4		68	41.2	26	37	22	15
	5		64	41.3	44	30	14	13
	6		45	30.8	22	36	27	16
Students with Disabilities	3		13	8.3	62	23	15	0
	4		14	8.5	43	21	21	7
	5		10	6.5	--	--	--	--
	6		11	7.5	55	45	0	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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.

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)	55	68	71	56	60	58	59	60	56

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.

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	58
All Students at the School	71
Male	71
Female	71
Black or African American	53
American Indian or Alaska Native	--
Asian	84
Filipino	--
Hispanic or Latino	58
White	84
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	63
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.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.40	24.20	31.50

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 Parent Teacher Association (PTA) is actively involved in many activities at Twain. The Mark Twain PTA registered the largest PTA Charter membership in Riverside County in 2006. PTA provides students and staff members with support through various fund-raising events that support our students' field trips, instructional materials, equipment, site improvement and educational assemblies. Our PTA is actively engaged in providing programs to promote family fun and involvement beyond the regular school day. Parents attend monthly Parent Teacher Association (PTA), School Site Council (SSC) and English Language Acquisition Committee (ELAC) meetings. Each year we provide our parents and volunteers with training workshops that inform our parents of state and district requirements for volunteering in public schools. Participants will leave this workshop with experience using our equipment and materials. By working together, we believe that we positively build relationships which lead to increasing our students' learning. We train our volunteers to use effective instructional strategies with students as they volunteer in classrooms. The support our parents provide students and teachers through their active involvement in all of our school-related events and programs is priceless. The Mark Twain Community promotes positive interactions and responsibility in all aspects of the curriculum and in social interactions. All Twain meetings are designed to provide information and learning opportunities to those in attendance. It is no wonder that our parent involvement surpasses normal expectations of a typical elementary school. For more information about parent involvement and Twain's programs, please contact Mrs. Debbie Ausman-Haskins, Principal, at dhaskins@rusd.k12.ca.us or at (951) 789-8170 x44551.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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	2.01	2.64	1.31	4.82	4.50	4.37	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.25	0.18	0.22	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	1	5		20	2	6		25		6	
1	26		5		28		5		26		5	
2	24	2	6		29		5		27		6	
3	29		5		24	1	6		27		6	
4	28	1		4	30		5		33		2	3
5	34			4	26	1	1	3	27	1	1	3
6	28	1	6		29	1	1	4	25	2	2	3
Other	7	1			9	1			7	2		

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

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	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.18	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	0	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.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5,250	1,186	4,065	78,062
District	N/A	N/A	\$4,709	\$79,035
Percent Difference: School Site and District	N/A	N/A	-23.7	-12.6
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-32.8	-5.4

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

Types of Services Funded (Fiscal Year 2014-15)

Mark Twain Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$21,812 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,695	\$43,165
Mid-Range Teacher Salary	\$73,295	\$68,574
Highest Teacher Salary	\$95,855	\$89,146
Average Principal Salary (Elementary)	\$119,572	\$111,129
Average Principal Salary (Middle)	\$126,482	\$116,569
Average Principal Salary (High)	\$137,354	\$127,448
Superintendent Salary	\$239,574	\$234,382
Percent of Budget for Teacher Salaries	41%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Teachers at Mark Twain Elementary work collaboratively in teams to support a Standards-Based Planning. In order to Increase student learning, it is essential that we evaluate, identify, analyze, synthesize, apply, and assess student performance in a curricular areas. Through collaborative planning meetings, and staff meetings, staff members work collaboratively to design high quality lessons and activities. Aligning content standards with daily lessons and activities is key to meeting student performance goals. Lessons are also designed to provide for differentiated instruction in order to meet our students' individual needs. Technology also plays a very important role in student learning. Our technology program motivates students to engage in learning opportunities and include the use of Promethean devices, computers, and educational websites. Home/School technology connections are provided as well. Twain's certificated and classified staff members are committed to increasing their knowledge through professional growth opportunities sponsored by our school, RUSD Instructional Services, and other RUSD departments. Our administrators, teachers and classified staff members attend professional development workshops which serve to increase their understanding and implementation of best instructional practices.

During the 2012 - 2013 school year, our teachers focused on learning and implementing ideas they learned from studying the Habits of a Scholar with our district GATE Specialist. This area was determined as a focus to assist students in understanding how the process of learning takes place and ways we can all grow to become a scholar. We began working with district personnel and the University of California to learn about early reading and the most effective ways to support students. Through data, it was determined some students were not making growth in reading and needed intensive intervention to support success. Many collaboration days were supported by district and UCR personnel in identification and planning for instruction. In addition, support was provided during staff meetings in mathematics to support on going learning and application of instructional strategies. Administrators provided support through planning with individual teachers and teams of teachers by using the analysis of current student data and classroom observations.

During the 2013 - 2014 school year, teachers in K - 2 worked with district personnel and the University of California Riverside to enhance their understanding and use of DIBELS to support early literacy and reading by third grade. Teachers were supported by training during the day, coaching with assessment and instruction, and support with data and forming groups during collaboration time. K - 6 focused on learning the California Common Core State Standards in the areas of language arts and mathematics, and instructional practices that support learning. Training was provided at staff meetings and follow up support given during collaboration time. The site also focused on the Habits of a Scholar and a deeper understanding of mathematics to support advanced levels of learning. The concepts and ideas of the Habits of a Scholar were revisited and enhanced during staff meetings with the support of the instructional services department. GATE training and the creation of units of study was supported by instructional services specialists. Administrators provide support for growth through analyzing data with individual teachers and teams of teachers, observations and conversations, and allowing teachers to observe expert teachers.

During the 2014- 2015 school year, teachers participated in two days of training in language arts and mathematics with grade level colleagues in the district prior to the beginning of the school year. The training supported learning content and strategies that would promote the implementation of Common Core Standards. Training continued by grade level in these areas for an additional three days spaced throughout the school year. Instructional Services Specialist attended grade level planning time to assist in identifying

student needs, planning for specific areas of instruction, and creating and analyzing assessments. Additional training in language arts and mathematics was provided at staff meetings throughout the school year based on student data and teachers needs. Support through analyzing data with individual teachers and teams of teachers was provided by administrators. Additional support was provided through observations and conversations with administrators and visits to observe expert teachers.