

# Mark Twain Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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/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 <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

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Mark Twain Elementary School
Street	19411 Krameria Avenue
City, State, Zip	Riverside
Phone Number	951 789 8170
Principal	Astrid Ramirez
Email Address	adramirez@rusd.k12.ca.us
Website	<a href="http://rusdlink.org/Domain/29">http://rusdlink.org/Domain/29</a>
County-District-School (CDS) Code	33 67215 0111252

Entity	Contact Information
<b>District Name</b>	Riverside Unified
<b>Phone Number</b>	(951) 788-7135
<b>Superintendent</b>	David C. Hansen, Ed.D.
<b>Email Address</b>	dchansen@rusd.k12.ca.us
<b>Website</b>	www.rusd.k12.ca.us

### School Description and Mission Statement (School Year 2019-20)

Our Mission Statement: Mark Twain staff members, students, and parents are committed to ensuring a safe and positive learning environment for all students. We work collaboratively to provide students with carefully designed instruction, interventions and challenging and engaging activities that are aligned with Common Core Standards. With the additional support of technology, options for choices in learning, and a focus on learner engagement, we endeavor to empower our students with knowledge and enriching experiences that will contribute to our students' preparation to become college, career and world ready. Indicators of the progress of students are monitored through state, district and site assessments, and the ELPAC. Some of the assessments include district universal screening tools in language arts and mathematics, progress monitoring tools such as Interim Assessments Block in English language arts and mathematics, DIBELS for reading, Eureka Unit Assessments, District writing assessments and state comprehensive testing on the Common Core Content Standards. At the school level, teachers employ a wide variety of formative and summative assessments in both language arts and mathematics allowing them to adjust instruction and provide intervention or advanced study.

Active involvement of our students, staff members, and Twain families are the essential keys to our successful educational program. Mark Twain enjoys the benefit of many classroom, PTA and Twain Dads volunteers. Parents are provided the opportunity to meet with site administrators during monthly Coffee with Administration meetings on the first Friday of every month. We provide various forms of close communication, including our "green" paperless school website, weekly newsletters, flyers, auto-dialed phone messages, and marquee displays. Our teams of teachers regularly send home communications and use digital messaging applications which serve to inform parents about current lessons, activities, and students' progress at Twain. Please visit the RUSD website at <http://twain.riversideunified.org/> for more information about Mark Twain Elementary School.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	157
<b>Grade 1</b>	120
<b>Grade 2</b>	144
<b>Grade 3</b>	133
<b>Grade 4</b>	154
<b>Grade 5</b>	184
<b>Grade 6</b>	163
<b>Total Enrollment</b>	1,055

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	6.5
American Indian or Alaska Native	0.5
Asian	9.4
Filipino	3.6
Hispanic or Latino	39.8
Native Hawaiian or Pacific Islander	0.3
White	35.5
Two or More Races	3.5
Socioeconomically Disadvantaged	38.4
English Learners	8.5
Students with Disabilities	11.8
Foster Youth	0.6
Homeless	2.6

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	45	48	46	1768
Without Full Credential	0	0	0	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	38

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** September 2019

The table displays information collected in in September 2019 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Macmillan McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016) Amplify Education, Inc.: CA Core Knowledge, (Adams, Bryant , Franklin, K-6) (adopted 2016) Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted 2017) McGraw Hill: California Wonders TK-2 (adopted 2019)	Yes	0%
<b>Mathematics</b>	Great Minds: Eureka, TK-6 / Eureka (adopted 2018) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
<b>Science</b>	McGraw Hill: California Science, K-5 / Ciencias (adopted 2007) Pearson: Opening the World of Learning (OWL), TK (adopted 2015) Amplify Science 6 only (adopted 2019)	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Harcourt: Reflections, K-6 / Reflexiones (adopted 2006) CKHG Core Knowledge Foundation History Geography (adopted 2017) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
<b>Health</b>	Healthy Me 3-6 Family Life (adopted 2009)	No	N/A

### School Facility Conditions and Planned Improvements (Most Recent Year)

Lot Size: 10 acres  
 Year Constructed: 2005  
 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.

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.

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

# of Work Orders = 305  
 Labor Hours = 995.55  
 Assessed Value of Work = \$43191.4400

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 12/20/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	<p>TWAIN100-107 (Administration): 4: (D) Ceiling tiles are stained</p> <p>TWAIN100-115 (Library): 4: (D) Ceiling tiles are stained</p> <p>TWAIN200-201B (Administration): 4: (D) Ceiling tiles are stained</p> <p>TWAIN200-202 (Classroom): 4: (D) Ceiling tiles are stained</p> <p>TWAIN200-203B (Administration): 4: (D) Ceiling tiles are stained</p> <p>TWAIN200-204 (Classroom): 4: (D) 4 Ceiling tiles are stained also a ceiling tile has a hole</p> <p>TWAIN200-206 (Classroom): 4: (D) Ceiling tiles needs to be replaced do to old projector</p> <p>TWAIN200-206B (Administration): 4: (D)4 Ceiling tiles are stained</p> <p>TWAIN200-208 (Classroom): 4: (D) Ceiling tiles are stained (D) Carpeting damaged or stained</p> <p>7: (D) Electrical components are damaged or not functioning properly</p> <p>TWAIN200-210 (Classroom): 4: (D)2 Ceiling tiles are stained</p> <p>TWAIN300-301 (Classroom): 4: (D)3 Ceiling tiles are stained</p> <p>TWAIN300-302 (Classroom): 4: (D) 2 Ceiling tiles are stained</p> <p>TWAIN300-303 (Classroom): 4: (D) 4 Ceiling tiles are stained</p> <p>TWAIN300-304 (Classroom): 4: (D) Ceiling tiles are stained</p> <p>TWAIN300-305 (Classroom): 4: (D)2 Ceiling tiles are stained</p> <p>TWAIN300-309 (Classroom): 4: (D) Ceiling tiles are stained</p> <p>TWAIN300-310 (Classroom): 4: (D) Ceiling tiles are stained</p>

		<p>TWAIN300-311 (Classroom): 4: (D) Ceiling tiles are stained 3</p> <p>TWAIN300-313 (Classroom): 4: (D) Ceiling tiles are stained 4</p> <p>TWAIN300-316 (Classroom): 4: 6 (D) Ceiling tiles are stained</p> <p>TWAIN300-318 (Classroom): 4: (D) Ceiling tiles are stained</p> <p>TWAIN300-319 (Classroom): 4: (D) Ceiling tiles are stained 7</p> <p>TWAIN300-320 (Classroom): 4: (D) Ceiling tiles are stained</p> <p>TWAIN400-401 (Classroom): 4: (D) Ceiling tiles are stained 4</p> <p>TWAIN400-403 (Classroom): 4: (D) Ceiling tiles are stained</p> <p>(D) Carpeting damaged or stained</p> <p>TWAIN400-405 (Classroom): 4: (D) Ceiling tiles are stained</p> <p>TWAIN400-406 (Classroom): 4: (D) Ceiling tiles are stained</p> <p>TWAIN400-407 (Classroom): 4: (D) Ceiling tiles are stained 3</p> <p>TWAIN400-408 (Classroom): 4: (D) Ceiling tiles are stained 7</p> <p>TWAIN400-409 (Classroom): 4: (D) Ceiling tiles are stained</p> <p>TWAIN400-410 (Classroom): 4: (D) Ceiling tiles are stained</p> <p>TWAIN400-411 (Classroom): 4: (D) Ceiling tiles are stained 4</p> <p>TWAIN400-412 (Classroom): 4: (D) Ceiling tiles are stained</p> <p>TWAIN400-414 (Classroom): 4: (D) Ceiling tiles are stained 4</p> <p>TWAIN400-415 (Classroom): 4: 7(D) Ceiling tiles are stained</p> <p>TWAIN400-416 (Classroom): 4: (D) Ceiling tiles are stained</p> <p>TWAIN500-501 (Corridor): 4: (D) Ceiling tiles are stained</p> <p>TWAIN500-504 (Multi Purpose Room): 4: (D) Ceiling tiles are stained</p> <p>TWAIN500-505 (Multi Purpose Room): 4: (D) Ceiling tiles are stained</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	<p>TWAIN100-106 (Administration): 7: Light cover need to (D) Lighting covers are missing, damaged, or loose</p>

		<p>TWAIN200-208 (Classroom):  4: (D) Ceiling tiles are stained  (D) Carpeting damaged or stained  7: (D) Electrical components are damaged or not functioning properly  TWAIN400-402 (Classroom):  7: Water stain on the light cover  TWAIN500-502 (Restroom):  7: (D) Lighting covers are missing, damaged, or loose 2  TWAIN500-503 (Restroom):  7: (D) Lighting covers are missing, damaged, or loose 2</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	<p>TWAIN200-205 (Classroom):  9: (D) Sink/fountain is not working, water is shut off  TWAIN400-413 (Classroom):  9: Sink makes strange sounds</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	



## 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	64	61	49	51	50	50
Mathematics (grades 3-8 and 11)	53	55	35	36	38	39

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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	626	621	99.20	0.80	61.03
Male	298	297	99.66	0.34	55.22
Female	328	324	98.78	1.22	66.36
Black or African American	55	55	100.00	0.00	49.09
American Indian or Alaska Native	--	--	--	--	--
Asian	48	46	95.83	4.17	76.09
Filipino	16	16	100.00	0.00	75.00
Hispanic or Latino	244	243	99.59	0.41	55.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	225	223	99.11	0.89	64.13

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	30	30	100.00	0.00	70.00
Socioeconomically Disadvantaged	235	235	100.00	0.00	47.23
English Learners	48	46	95.83	4.17	30.43
Students with Disabilities	74	73	98.65	1.35	26.03
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	46.15

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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	626	623	99.52	0.48	54.74
Male	298	297	99.66	0.34	54.55
Female	328	326	99.39	0.61	54.91
Black or African American	55	55	100.00	0.00	40.00
American Indian or Alaska Native	--	--	--	--	--
Asian	48	48	100.00	0.00	70.83
Filipino	16	16	100.00	0.00	68.75
Hispanic or Latino	244	243	99.59	0.41	50.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	225	223	99.11	0.89	57.40
Two or More Races	30	30	100.00	0.00	60.00
Socioeconomically Disadvantaged	235	235	100.00	0.00	42.98
English Learners	48	48	100.00	0.00	37.50
Students with Disabilities	74	73	98.65	1.35	23.29
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	23.08

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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 physical education.

## California Physical Fitness Test Results (School Year 2018-19)

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	20.5	28.4	25.6

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

## 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 2019-20)

Our Parent Teacher Association (PTA) is involved in many activities at Twain. PTA benefits students and staff members 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. Twain Dads is a recent addition to our school community. A group of fathers have come together to plan community wide school events and provide support to PTA activities and events. The Twain Dads organization is a subset of our PTA and hold monthly meetings. Parents attend monthly Parent Teacher Association (PTA), and English Language Advisory 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. This year, Twain parents will have the opportunity to participate in the School Smarts program. School Smarts is a seven week Parent Engagement Program supported by the California State PTA. Our Parent Advisory Council is comprised of parents, teachers and classified staff. The Parent Advisory Council meets a minimum of 5 times per year to review student achievement data, the school plan, LCAP, school safety plan, and share in planning the next year's school plan and budget. 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. Jennifer Jackson, Asst. Principal or Ms. Astrid Ramirez, Principal our school office at 951-789-8170 .

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	1.5	1.3	2.3	3.6	3.8	4.4	3.6	3.5	3.5
<b>Expulsions</b>	0.1	0.0	0.0	0.2	0.2	0.3	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

The School Advisory Committee or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department 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 January 31 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, lockdown, and active shooter/intruder 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; visitors on campus; 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, discrimination/harassment, 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	6		18	3	5		23	1	6	
1	23		5		26		5		23		5	
2	25		6		24		5		26		5	
3	24		7		27		6		26		5	
4	34			5	28		6		33		1	3
5	34			5	32		2	3	32		4	2
6	26	2		5	27	2		5	29	1	3	2
Other**	9	2			8	1			9	2		

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6985.63	1351.11	5634.52	97759.39
District	N/A	N/A	6650.57	\$94,861.00
Percent Difference - School Site and District	N/A	N/A	-16.5	2.0
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	33.6	15.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

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

\$65,504 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,843	\$48,612
Mid-Range Teacher Salary	\$88,263	\$74,676
Highest Teacher Salary	\$115,432	\$99,791
Average Principal Salary (Elementary)	\$133,086	\$125,830
Average Principal Salary (Middle)	\$143,359	\$131,167
Average Principal Salary (High)	\$149,282	\$144,822

Category	District Amount	State Average For Districts In Same Category
<b>Superintendent Salary</b>	\$303,086	\$275,796
<b>Percent of Budget for Teacher Salaries</b>	38%	34%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	7	7	13

Teachers at Mark Twain Elementary work collaboratively in teams to support standards-based instructional planning and cycles of instructional inquiry. In order to increase student learning, it is essential that we evaluate, identify, analyze, synthesize, apply, and assess student performance in each curricular areas. Through collaborative planning meetings and staff meetings, staff members work together 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 plays a very important role in student learning. Our technology program motivates students to engage in learning opportunities and includes the use of Promethean devices, computers, and educational websites and instructional software. 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 2017-2018 school year, teachers and administrators will continue focus in the area of mathematics now concentrating in the category of skills relating to concepts and procedures in mathematics. Achievement data from the previous school year indicate that while growth in our overall mathematics achievement occurred, the subset of knowledge and skills in concepts and procedures is our current area of greatest need. During this school year, we will add reading comprehension as an area for instructional emphasis. Teachers and staff will receive professional development in each of these areas of academic achievement from district instructional support staff, through the processes of instructional inquiry, through district-provided conferences and through professional research and collaboration. Adding to work begun in the 2016-17 school year, Mark Twain teachers and staff will once again focus on student engagement as a school-wide goal. Our sixth grade team will join our fifth grade team in full participation in Strengths Academy for students. Training and follow-up will be provided by consultants and administration. All teachers will participate in assessment of and planning for students engagement. Based on the success of our implementation of Positive Behavior and Intervention Support (PBIS) during the 2016-17 school year, PBIS will continue at Mark Twain for the 2017-18 school year. Teachers, staff, and students will continue to receive training in the area of positive behavior.

During the 2018-19 school year, all teachers received training on Year One of the Danielson Framework for Teaching (FfT). This training creates a coherent, pedagogical focus throughout the district using a common instructional framework that is aligned with our Guide for Instructional Direction. It is an important investment in the professional development of the entire teaching faculty in RUSD, as it will provide everyone with a common language to talk about teaching and elevate the instructional practice across our district. Teachers at all grades received training in core mathematics teaching strategies through the Eureka math adoption. Each grade level attended training to enhance the delivery of math instruction in alignment with the Common Core Content Standards. These training opportunities were provided by district staff development specialists who provide additional support throughout the school year in the forms of coaching and collaborative planning. As a staff, Twain teachers will participate in additional training focused on unpacking the Common Core Content Standards to enhance their standards-based instruction and understanding of the Threshold Achievement Level Descriptors for each grade level. Twain staff will also begin training on the implementation of the Multi-Tiered Systems of Support to support the academic and social emotional needs of our students. Depending on the grade level, subject or school focus, teachers will participate in 3 – 10 days of professional development.

During the 2019-2020 school year, our entire certificated and classified staff, participated in Arbinger Outward Mindset training. The training was focused on the strategies necessary to create a collaborative culture and outward mindset for Twain staff. All teachers received training on Year Two of the Danielson Framework for Teaching. (This training creates a coherent, pedagogical focus throughout the district using a common instructional framework that is aligned with our revised Guide for Instructional Direction 2.0. The training supports the newly adopted Teacher Evaluation System that is now aligned to the Danielson Framework for Teaching. The analysis of multiple years achievement data demonstrated that Mark Twain English Learner students, Students with Disabilities (SWD) and Socio-Economically Disadvantaged (SED) students are not making adequate progress in the area of English Language Arts and Math. Many of our English Learners are also part of the SWD and SED sub-groups. Therefore, we will provide training to our teachers on strategies that will best support the instruction for our English Learner students, the recently adopted English Learner Road Map, and the acquisition of language. Members of the Behavior Committee will attend Level I PBIS training, with an expectation of implementing the program in the latter part of the 2019-2020 school year and beyond. Our goal is to reduce the number of in school and out of school suspensions, number of office referrals and increase student engagement and school attendance. Through sustained and regular leadership and grade level team meetings focusing on lesson study, teachers continue to adjust instructional strategies to meet the academic needs of all students. Administrators provided support through planning with individual teachers and teams of teachers by using the analysis of current student data and classroom observations.