Mark Twain Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 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 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 2016-17)

School Contact Information	
School Name	Mark Twain Elementary School
Street	19411 Krameria Avenue
City, State, Zip	Riverside
Phone Number	951 789 8170
Principal	Paula Allbeck
E-mail Address	pallbeck@rusd.k12.ca.us
Web Site	http://rusdlink.org/Domain/29
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 (School Year 2016-17)

Our Mission Statement: Mark Twain staff members, students, and parents ar 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, student 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 2015-16)

Grade Level	Number of Students
Kindergarten	126
Grade 1	154
Grade 2	147
Grade 3	158
Grade 4	161
Grade 5	169
Grade 6	158
Total Enrollment	1,073

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	9
American Indian or Alaska Native	0.6
Asian	6.5
Filipino	4.1
Hispanic or Latino	41
Native Hawaiian or Pacific Islander	0.3
White	34.2
Two or More Races	3.4
Socioeconomically Disadvantaged	39.5
English Learners	6.4
Students with Disabilities	9.4
Foster Youth	0.9

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	43	45	45	1855
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.7	2.3
All Schools in District	94.4	5.6
High-Poverty Schools in District	94.3	5.7
Low-Poverty Schools in District	94.7	5.3

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 2016-17)

Year and month in which data were collected: 12/01/2016

Materials Sufficiency Board Meeting Date: 04/11/2016
The table displays information collected on 12/01/2016 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.

Subject	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) Macmillan McGraw-Hill: Wonders, 3-6 (adopted in 2016) Scholastic: Read 180/System 44 (adopted in 2010)	Yes	0%
Mathematics	Pearson Education: enVision Math California Common Core 2015, K-6 (adopted in 2014)	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%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	Standards-based visual art at grades 3-6.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

05/20/16Year 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 04/10/17.

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 = 282

Labor Hours = 891.77

Assessed Value of Work = $37324.97

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/10/2017				
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		Room 203: Sink is draining to slowly. Room 208: Remove tape from carpet and repair. Room 209: Sink is draining too slow and backed up

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/10/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 408: Drinking fountain has faucet leak when turned on and stained ceiling tiles
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Room 408: Drinking fountain has faucet leak when turned on and stained ceiling tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 4/10/2017				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	55	61	44	48	44	48
Mathematics	51	51	33	35	34	36

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	162	160	98.8	65.6
	4	158	157	99.4	53.5
	5	164	161	98.2	59.6
	6	162	161	99.4	65.8
Male	3	81	79	97.5	67.1
	4	80	80	100.0	50.0
	5	81	80	98.8	53.8
	6	75	75	100.0	57.3
Female	3	81	81	100.0	64.2
	4	78	77	98.7	57.1
	5	83	81	97.6	65.4
	6	87	86	98.8	73.3
Black or African American	3	17	17	100.0	47.1
	4	18	18	100.0	55.6
	6	16	16	100.0	50.0
Asian	3	14	14	100.0	85.7
	6	16	16	100.0	93.8
Filipino	5	11	11	100.0	36.4
Hispanic or Latino	3	66	65	98.5	61.5
	4	66	65	98.5	46.1
	5	73	71	97.3	57.8
	6	67	66	98.5	54.5
White	3	54	53	98.2	69.8
	4	51	51	100.0	56.9
	5	58	58	100.0	62.1
	6	51	51	100.0	72.5
Socioeconomically Disadvantaged	3	61	60	98.4	48.3
	4	64	64	100.0	40.6
	5	71	70	98.6	47.1
	6	64	64	100.0	51.6
Students with Disabilities	3	13	12	92.3	50.0
	4	15	15	100.0	
	5	20	20	100.0	10.0
	6	18	18	100.0	16.7

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

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

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

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

| Student Group | Grade | Number of Students | | Percent of Students | |
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	162	160	98.8	65.6
	4	158	157	99.4	45.2
	5	164	161	98.2	35.4
	6	162	161	99.4	55.9
Male	3	81	79	97.5	68.3
	4	80	80	100.0	55.0
	5	81	80	98.8	41.3
	6	75	75	100.0	52.0
Female	3	81	81	100.0	63.0
	4	78	77	98.7	35.1
	5	83	81	97.6	29.6
	6	87	86	98.8	59.3
Black or African American	3	17	17	100.0	64.7
	4	18	18	100.0	27.8
	6	16	16	100.0	43.8
Asian	3	14	14	100.0	92.9
	6	16	16	100.0	93.8
Filipino	5	11	11	100.0	36.4
Hispanic or Latino	3	66	65	98.5	53.9
	4	66	65	98.5	43.1
	5	73	71	97.3	25.4
	6	67	66	98.5	42.4
White	3	54	53	98.2	67.9
	4	51	51	100.0	51.0
	5	58	58	100.0	39.7
	6	51	51	100.0	60.8
Socioeconomically Disadvantaged	3	61	60	98.4	48.3
	4	64	64	100.0	37.5
	5	71	70	98.6	30.0
	6	64	64	100.0	40.6
Students with Disabilities	3	13	12	92.3	33.3
	4	15	15	100.0	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	20	20	100.0	10.0
	6	18	18	100.0	11.1

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

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	68	71	71	60	58	54	60	56	54

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

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

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	164	161	98.2	70.8
Male	81	80	98.8	67.5
Female	83	81	97.6	74.1
Filipino	11	11	100.0	72.7
Hispanic or Latino	73	71	97.3	64.8
White	58	58	100.0	74.1
Socioeconomically Disadvantaged	71	70	98.6	65.7
Students with Disabilities	20	20	100.0	60.0

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	15.4	21.2	38.5

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.

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 (School Year 2016-17)

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. Debra Ausman-Haskins, Principal, at dausman-haskins@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		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Suspensions	2.6	1.3	1.6	4.5	4.4	4.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

Federal Intervention Program (School Year 2016-17)

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	71.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	20	2	6		25		6		18	2	5	0
1	28		5		26		5		19	2	6	0
2	29		5		27		6		18	2	6	0
3	24	1	6		27		6		23	1	6	0
4	30		5		33		2	3	23	2	4	1
5	26	1	1	3	27	1	1	3	24	2	3	2
6	29	1	1	4	25	2	2	3	23	2	5	0
Other	9	1			7	2			7	2		

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 2015-16)

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	2	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$7,792	$1,524	$6,268	$82,313
District	N/A	N/A	$5,235	$81,908
Percent Difference: School Site and District	N/A	N/A	19.7	0.5
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	10.4	8.5

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

Types of Services Funded (Fiscal Year 2015-16)

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

$17,794 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,907	$45,092
Mid-Range Teacher Salary	$76,557	$71,627
Highest Teacher Salary	$100,120	$93,288
Average Principal Salary (Elementary)	$119,891	$115,631
Average Principal Salary (Middle)	$127,709	$120,915
Average Principal Salary (High)	$139,500	$132,029
Superintendent Salary	$270,000	$249,537
Percent of Budget for Teacher Salaries	42%	37%
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.

During the 2015-16 school year, teachers in grades K-2 received training in multi-sensory early literacy strategies (Gateway) for teaching and learning. The initial training was conducted over the course of a week. Teachers who had been trained in Gateway strategies received ongoing coaching and support from district staff development specialists in order to refine their implementation of these research-based best practices. Teachers at all grades received training in core mathematics teaching strategies as well as general literacy professional development specifically designed for the grade-level for each teachers. 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.

During the 2016-17 school year, staff will receive professional development on the Mark Twain campus in the following areas:

1.   Mathematics planning, instruction and assessment
2.   Instructional technology
3.   Writing and using standards-based objectives
4.   Strengths-based learning
5.   Positive Behavior Intervention Systems (PBIS)

Training will be provided by district specialists, consultants, and site administration via in-person whole group and small group meetings, coaching, and virtually via live webinar.

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development.