

# Mark Twain Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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 2017-18)**

School Contact Information	
<b>School Name</b>	Mark Twain Elementary School
<b>Street</b>	19411 Krameria Avenue
<b>City, State, Zip</b>	Riverside
<b>Phone Number</b>	951 789 8170
<b>Principal</b>	Paula Allbeck
<b>E-mail Address</b>	pallbeck@rusd.k12.ca.us
<b>Web Site</b>	<a href="http://rusdlink.org/Domain/29">http://rusdlink.org/Domain/29</a>
<b>CDS Code</b>	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 2017-18)

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 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 CELDT. Some of the assessments include district universal screening tools in language arts and mathematics, progress monitoring tools such as MAC assessments in mathematics and DIBELS for reading, and state comprehensive testing. At the school level, teachers employ a wide variety of short term 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 and PTA volunteers. We provide various forms of close communication, including our "green" paperless school website, newsletters and 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 2016-17)

Grade Level	Number of Students
Kindergarten	147
Grade 1	121
Grade 2	153
Grade 3	173
Grade 4	171
Grade 5	174
Grade 6	174
Total Enrollment	1,113

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	8
American Indian or Alaska Native	0.4
Asian	6.7
Filipino	4
Hispanic or Latino	40.9
Native Hawaiian or Pacific Islander	0.4
White	35.7
Two or More Races	3.2
Socioeconomically Disadvantaged	36.7
English Learners	6.9
Students with Disabilities	10.2
Foster Youth	0.6

**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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	45	45	45	1909
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which data were collected: 10/16/2017

The table displays information collected in 10/16/17 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
<b>Reading/Language Arts</b>	Macmillan McGraw-Hill: California Treasures, K-2 (adopted in 2013)  Macmillan McGraw-Hill: Wonders, 3-6 (adopted in 2016)  Houghton Mifflin Harcourt: Read 180/System 44 (adopted in 2010)/Next Generation System 44 (Amended in 2017)	Yes	0%
<b>Mathematics</b>	Pearson Education: enVision Math California Common Core 2015, K-6 (adopted in 2014)	Yes	0%
<b>Science</b>	McGraw Hill: California Science, K-6 (Adopted in 2007)	Yes	0%
<b>History-Social Science</b>	Harcourt: Reflections, K-6 (Adopted in 2006)	Yes	0%
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	Offer standards-based visual art and instrumental music classes. Offer supporting programs in theater, dance, and vocal music after school.	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		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 = 292

Labor Hours = 1003.5

Assessed Value of Work = \$47,415.04

#### 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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/29/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			501: Entrance tile cracked 801: Damaged VCT flooring
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			Office:
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			504: Drinking fountain handle stripped 804: Sink not working
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/29/2017				
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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	61	59	48	47	48	48
Mathematics (grades 3-8 and 11)	51	52	35	34	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	695	693	99.71	59.16
Male	341	340	99.71	53.82
Female	354	353	99.72	64.31
Black or African American	65	65	100	46.15
American Indian or Alaska Native	--	--	--	--
Asian	40	40	100	80
Filipino	29	29	100	68.97
Hispanic or Latino	292	291	99.66	55.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	232	231	99.57	61.9
Two or More Races	28	28	100	67.86
Socioeconomically Disadvantaged	277	276	99.64	47.46
English Learners	62	61	98.39	37.7
Students with Disabilities	95	94	98.95	20.21
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	695	693	99.71	52.09
Male	341	340	99.71	56.47
Female	354	353	99.72	47.88
Black or African American	65	65	100	38.46
American Indian or Alaska Native	--	--	--	--
Asian	40	40	100	80
Filipino	29	29	100	68.97
Hispanic or Latino	292	291	99.66	45.7
Native Hawaiian or Pacific Islander	--	--	--	--
White	232	231	99.57	54.11
Two or More Races	28	28	100	78.57
Socioeconomically Disadvantaged	277	276	99.64	39.49
English Learners	62	61	98.39	39.34
Students with Disabilities	95	94	98.95	17.02
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	71	71	58	54	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.3	23.4	34.5

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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

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. 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. 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 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.3	1.6	1.5	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.1	0.2	0.2	0.2	0.1	0.1	0.1



## School Safety Plan (School Year 2017-18)

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 2017-18)

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	68.8

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

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

Grade Level	2014-15				2015-16				2016-17			
	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	25		6		20	2	5		21	1	6	
1	26		5		25		6		23		5	
2	27		6		24		6		25		6	
3	27		6		26		6		24		7	
4	33		2	3	32		4	1	34			5
5	27	1	1	3	32		3	2	34			5
6	25	2	2	3	24	2	5		26	2		5
Other	7	2							9	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 2016-17)**

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	0	0
<b>Counselor (Social/Behavioral or Career Development)</b>	0	N/A
<b>Library Media Teacher (Librarian)</b>	0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	0.8	N/A
<b>Psychologist</b>	0.4	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0.18	N/A
<b>Speech/Language/Hearing Specialist</b>	1	N/A
<b>Resource Specialist</b>	1	N/A
<b>Other</b>	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 2015-16)**

<b>Level</b>	<b>Expenditures Per Pupil</b>			<b>Average Teacher Salary</b>
	<b>Total</b>	<b>Supplemental/ Restricted</b>	<b>Basic/ Unrestricted</b>	
<b>School Site</b>	6304	1204	5100	87346
<b>District</b>	N/A	N/A	\$5,857	\$87,199
<b>Percent Difference: School Site and District</b>	N/A	N/A	7.0	-5.6
<b>State</b>	N/A	N/A	\$6,574	\$79,228
<b>Percent Difference: School Site and State</b>	N/A	N/A	-4.7	3.9

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

**Types of Services Funded (Fiscal Year 2016-17)**

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

\$19,516 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 2015-16)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$56,035	\$47,808
<b>Mid-Range Teacher Salary</b>	\$82,647	\$73,555
<b>Highest Teacher Salary</b>	\$100,547	\$95,850
<b>Average Principal Salary (Elementary)</b>	\$125,192	\$120,448
<b>Average Principal Salary (Middle)</b>	\$132,039	\$125,592
<b>Average Principal Salary (High)</b>	\$144,725	\$138,175
<b>Superintendent Salary</b>	\$282,285	\$264,457
<b>Percent of Budget for Teacher Salaries</b>	40%	35%
<b>Percent of Budget for Administrative Salaries</b>	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 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 area. 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 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, our teachers focused on the implementation of highly effective cycles of instructional inquiry, particularly in the area of mathematics. This focus was determined through the analysis of student achievement data and the self-study of collaborative practices at Mark Twain. Using the Riverside Unified School District's Guide for Instructional Direction, our staff participated in leadership training designed to support strong implementation of focused instructional inquiry. The analysis of multiple years achievement data demonstrated that Mark Twain students were not making adequate progress in the area of mathematics, especially in the area of problem-solving. Through sustained and regular leadership and team meetings focusing on lesson study, teachers implemented common instruction and assessment strategically designed to bring about growth in this area of study. Administrators provided support through planning with individual teachers and teams of teachers by using the analysis of current student data and classroom observations. Positive Behavior and Intervention Support (PBIS) was implemented during the 2016-17 school year resulting in a 16% reduction in out-of-school suspensions and 30% reduction in office referrals.

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.

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