

Mark Twain Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Mark Twain Elementary School
Street	19411 Krameria Avenue
City, State, Zip	Riverside
Phone Number	951 789-8170
Principal	John McCombs
Email Address	jmccombs@riversideunified.org
School Website	http://twain.riversideunified.org/
County-District-School (CDS) Code	33 67215 011252

2023-24 District Contact Information

District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Ms. Renee Hill
Email Address	rhill@riversideunified.org
District Website	http://riversideunified.org/

2023-24 School Description and Mission Statement

Our School Vision Statement: Mark Twain is committed to building a safe and inclusive community of scholars who strive to achieve their highest potential and become lifelong learners who are respectful, responsible, kind and trustworthy indicators of student progress is monitored through state, district, site assessments, and the ELPAC. Some of these assessments include district universal screening tools in language arts and mathematics, progress monitoring tools such as Interim Assessments in English Language Arts and mathematics, Fastbridge for reading, mathematics unit Assessments, District writing assessments, and state comprehensive testing on the Common Core Content Standards. Mark Twain 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.

The active involvement of Mark Twain families are essential keys to our successful educational program. Mark Twain enjoys the benefit of many classroom and PTA volunteers. Parents are provided the opportunity to meet with site administrators during regularly-scheduled monthly meetings. We provide various forms of close communication, including our school website, weekly newsletters, auto-dialed phone messages, text and email messages. 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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	143
Grade 1	149
Grade 2	153
Grade 3	136
Grade 4	140
Grade 5	149
Grade 6	149
Total Enrollment	1,019

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2%
Male	49.8%
American Indian or Alaska Native	0.1%
Asian	10.5%
Black or African American	5.5%
Filipino	2.3%
Hispanic or Latino	46.3%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	2.5%
White	31%
English Learners	6.9%
Foster Youth	1.5%
Homeless	1.4%
Socioeconomically Disadvantaged	50.5%
Students with Disabilities	10.2%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.50	96.06	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.31	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	17.00	0.99	12115.80	4.41
Unknown	1.40	3.60	151.80	8.83	18854.30	6.86
Total Teaching Positions	39.10	100.00	1720.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	41.30	97.64	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	38.00	2.21	11953.10	4.28
Unknown	1.00	2.36	127.00	7.37	15831.90	5.67
Total Teaching Positions	42.30	100.00	1723.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.10	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 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 currently 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)

Year and month in which the data were collected

10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Wonders, TK-2 McGraw-Hill: Wonders, 3-6	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka	Yes	0%
Science	McGraw Hill: California Science Amplify Education, Inc.: Amplify Science 6	Yes	0%
History-Social Science	Saavas: California History Social-Science, TK-6	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

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

Riverside Unified School District maintains both short and long-term 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 15 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).

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

Year and month of the most recent FIT report

09/21/2023 - 12/19/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		TWAIN100-111 (Administration): 4: (D) Ceiling tiles have holes or stains TWAIN200-201B (Administration): 4: (D) Ceiling tiles have holes or stains TWAIN200-202 (Classroom): 4: (D) Carpeting is stained TWAIN200-203 (Classroom): 4: (D) Carpeting is stained TWAIN200-204 (Classroom): 4: (D) Ceiling tiles have holes or stains TWAIN200-206 (Classroom): 4: (D) Carpeting is stained TWAIN200-206B (Administration): 4: (D) Ceiling tiles have holes or stains TWAIN200-208 (Classroom): 4: (D) Carpeting is stained TWAIN200-210 (Classroom): 4: (D) Ceiling tiles have holes or stains TWAIN300-301 (Classroom): 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc) TWAIN300-302 (Classroom): 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc) 11: Have clorox wipes under sink. TWAIN300-304 (Classroom): 4: (D) Ceiling tiles have holes or stains TWAIN400-401 (Classroom): 4: (D) Ceiling tiles have holes or stains

School Facility Conditions and Planned Improvements

				<p>TWAIN400-402 (Classroom): 4: (D) Ceiling tiles have holes or stains</p> <p>TWAIN400-403 (Classroom): 4: (D) Ceiling tiles have holes or stains</p> <p>TWAIN400-404 (Classroom): 4: (D) Ceiling tiles have holes or stains</p> <p>TWAIN400-405 (Classroom): 4: (D) Ceiling tiles have holes or stains</p> <p>TWAIN400-406 (Classroom): 4: (D) Ceiling tiles have holes or stains</p> <p>TWAIN400-407 (Classroom): 4: (D) Ceiling tiles have holes or stains</p> <p>TWAIN400-408 (Classroom): 4: (D) Ceiling tiles have holes or stains</p> <p>TWAIN400-412 (Classroom): 4: (D) Ceiling tiles have holes or stains</p> <p>(D) Walls appear to have hazards from tears and holes</p> <p>TWAIN400-413 (Classroom): 4: (D) Ceiling tiles have holes or stains 7: (D) Lighting is flickering</p> <p>TWAIN400-415 (Classroom): 4: (D) Ceiling tiles are missing</p> <p>TWAIN400-416 (Classroom): 4: (D) Ceiling tiles are missing</p> <p>TWAIN400-417 (Classroom): 4: (D) Ceiling tiles have holes or stains</p> <p>(D) Walls appear to have hazards from tears and holes</p> <p>TWAIN-P100A (Restroom): 4: (D) Flooring is damaged</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X			
<p>Electrical</p>	X			<p>TWAIN400-413 (Classroom): 4: (D) Ceiling tiles have holes or stains 7: (D) Lighting is flickering</p> <p>TWAIN400-419 (Restroom): 7: light out above sink, cover appears loose. 8: (D) Restrooms are NOT fully operational 2 toilets covered with plastic.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X			<p>TWAIN200-207 (Classroom): 9: Faucet is loose</p> <p>TWAIN300-325 (Restroom): 9: Two faucets are not working in girls restroom</p> <p>TWAIN400-419 (Restroom): 7: light out above sink, cover appears loose. 8: (D) Restrooms are NOT fully operational 2 toilets covered with plastic.</p> <p>TWAINGR-KPLAYYARD (Play Yard): 8: (D) Restrooms are NOT fully operational 9: (D) A Leak is evident (D) Water pressure is inadequate</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X			<p>TWAIN300-302 (Classroom):</p>

School Facility Conditions and Planned Improvements

				<p>4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc)</p> <p>11: Have clorox wipes under sink.</p> <p>TWAIN300-303 (Classroom):</p> <p>11: Clorox Wipes found under or on top of sink</p> <p>TWAIN300-306 (Classroom):</p> <p>11: Unmarked bottle with Liquid.</p> <p>TWAIN300-314 (Classroom):</p> <p>11: Clorox Wipes found under sink or Countertop</p> <p>TWAIN300-316 (Classroom):</p> <p>11: Clorox wipes found under sink or countertop</p> <p>TWAIN300-318 (Classroom):</p> <p>11: Clorox wipes found under sink or on countertop</p> <p>TWAIN300-319 (Classroom):</p> <p>11: Found bottle with liquid with no label</p>
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>TWAIN400-409 (Classroom):</p> <p>15: Master key did not operate west entry door to classroom.</p>

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	58	52	46	44	47	46
Mathematics (grades 3-8 and 11)	49	50	30	31	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	581	578	99.48	0.52	52.42
Female	310	308	99.35	0.65	53.90
Male	271	270	99.63	0.37	50.74
American Indian or Alaska Native	--	--	--	--	--
Asian	78	78	100.00	0.00	76.92
Black or African American	27	27	100.00	0.00	44.44
Filipino	13	13	100.00	0.00	53.85
Hispanic or Latino	271	270	99.63	0.37	47.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	65.00
White	171	169	98.83	1.17	49.70
English Learners	43	43	100.00	0.00	20.93
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	37	37	100.00	0.00	62.16
Socioeconomically Disadvantaged	308	307	99.68	0.32	43.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	60	98.36	1.64	25.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	581	577	99.31	0.69	50.26
Female	310	308	99.35	0.65	47.08
Male	271	269	99.26	0.74	53.90
American Indian or Alaska Native	--	--	--	--	--
Asian	78	78	100.00	0.00	70.51
Black or African American	27	26	96.30	3.70	42.31
Filipino	13	13	100.00	0.00	53.85
Hispanic or Latino	271	270	99.63	0.37	45.19
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	45.00
White	171	169	98.83	1.17	50.89
English Learners	43	43	100.00	0.00	18.60
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	37	37	100.00	0.00	48.65
Socioeconomically Disadvantaged	308	306	99.35	0.65	42.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	60	98.36	1.64	28.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	40.58	43.54	26.85	27.64	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	149	147	98.66	1.34	43.54
Female	83	83	100.00	0.00	43.37
Male	66	64	96.97	3.03	43.75
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	60.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	76	76	100.00	0.00	34.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	47	46	97.87	2.13	52.17
English Learners	13	13	100.00	0.00	7.69
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	91	90	98.90	1.10	37.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99.30%	99.30%	99.30%	99.30%	99.30%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Annually, parents are scheduled to meet with teachers in Back to School events, Parent Teacher conferences and Open House events. Parent meetings are usually offered in-person, but virtual meetings are available when needed. Our Parent Teacher Association (PTA) is involved in many activities at Twain such as our annual Fall Festival as well as fund-raising events that support student field trips, instructional materials, equipment, site improvement and educational assemblies. Parents attend monthly Parent Teacher Association (PTA), Parent Advisory Council meetings, and English Language Advisory Committee (ELAC) meetings. In coordination with the Family Resource Center, workshops are held to support parents in their efforts to serve as volunteers in public schools. In our work with parents, we 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. Our Parent Advisory Council is comprised of parents and teacher team leaders. The Parent Advisory Council meets 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. Parents are on campus daily for structured meetings such as IEP, SST, 504 plan meetings, as well as other informal meetings with teachers and staff. The Mark Twain Positive Behavior System (PBIS) team includes parents to help develop the positive behavior expectations throughout the campus. 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. For more information about parent involvement and Twain's programs, please contact Ms. Catherine Hernandez, Asst. Principal or Mr. John McCombs, Principal, at 951-789-8170 .

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1089	1069	183	17.1
Female	547	537	95	17.7
Male	542	532	88	16.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	1	33.3
Asian	125	120	10	8.3
Black or African American	65	63	18	28.6
Filipino	23	23	1	4.3
Hispanic or Latino	494	489	89	18.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	26	25	4	16.0
White	332	325	58	17.8
English Learners	81	81	15	18.5
Foster Youth	17	16	1	6.3
Homeless	19	19	4	21.1
Socioeconomically Disadvantaged	556	545	120	22.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	131	130	25	19.2

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.09	0.37	1.10	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.20	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.1	0
Female	0.37	0
Male	1.85	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4.62	0
Filipino	0	0
Hispanic or Latino	1.21	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.9	0
English Learners	0	0
Foster Youth	5.88	0
Homeless	0	0
Socioeconomically Disadvantaged	1.62	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.29	0

2023-24 School Safety Plan

The School Site Council 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 has a campus supervisor and has an assigned School Resource Officer (SRO).

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	7	21	2	
1	12	6	4	
2	10	8	5	
3	10	10	4	
4	14	9	2	1
5	14	5	4	
6	18	4	2	
Other	5	6		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		7	
1	23	1	5	
2	25		5	
3	27		5	
4	29		5	
5	27	1	1	3
6	29		4	
Other	8	4		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	4	0
1	28	0	5	0
2	25	0	6	0
3	27	0	5	0
4	32	0	3	0
5	33	0	2	2
6	30	0	5	0
Other	16	2	1	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	1019

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,690.35	1,770.19	6,920.16	106,552.81
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	0.0	9.6
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-8.2	22.1

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,701	\$55,550
Mid-Range Teacher Salary	\$92,477	\$80,703
Highest Teacher Salary	\$120,945	\$109,418
Average Principal Salary (Elementary)	\$141,865	\$137,703
Average Principal Salary (Middle)	\$149,298	\$143,760
Average Principal Salary (High)	\$161,115	\$159,021
Superintendent Salary	\$332,800	\$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

Professional Development

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 differentiated instruction in order

Professional Development

to meet our students' individual needs. Technology plays a very important role in student learning. Our technology support motivates students to engage in learning opportunities and includes the use of LCD projectors, Chromebooks, 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 the best instructional practices.

During the 2021-22 school year, all certificated employees participated in site-based staff meetings that focused on curriculum (such as STEM and writing) as well as instructional strategies such as elements 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 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. Staff continued the work on the Positive Behavior System, with support from the district's focus on PBS as an element of the Multi-tiered System of Support. 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.

After the COVID-19 pandemic, numerous students needed support for academic and social-emotional wellness. Staff meetings and trainings supported teachers in their work with students who demonstrated these needs after the pandemic. Numerous Twain teachers, including all 3rd grade teachers, have participated in the Gateway Phonics training. All 4th grade teachers studied Advanced phonics in 2023. Starting in 2021 and continuing in the 2023-24 school year, teachers received professional training in the development of a Multi-tiered System of Support (MTSS) that include eight teachers for six full days of training. In addition, teachers received in-service training about how to further improve their initial teaching in order to avoid the need for intervention or re-teaching. This same PD schedule of support, focused more narrowly on PBS, has continued in the 22-23 and 23-24 school years.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6