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Jackson Elementary
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Jackson Elementary
Street	4585 Jackson Street
City, State, Zip	Riverside, CA 92503-2758
Phone Number	(951) 352-8211
Principal	Lynne Ennis
E-mail Address	lennis@rusd.k12.ca.us
Web Site	
Grades Served	P-6
CDS Code	33-67215-6032650

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

School Description and Mission Statement (Most Recent Year)

Jackson Elementary School opened its doors in 1959 and has proudly served the surrounding community for several generations, with many parents of current students at Jackson who attended themselves as students in their elementary school years. Jackson serves a diverse population of students and families who care about learning and being prepared for their futures. Our school adheres to the concept of Professional Learning Communities, which includes school administration, teachers, instructional support staff, students and parents. We are an AVID Elementary School, wokring collaboratively to meet the common goal of preparing all students for college and career, as well as attending to their needed emotional support and building character for a successful future.

 Our school mission reflects this work:

"Our mission as a school community is to challenge all students to reach or exceed California Common Core State standards in all academic areas. As a professional learning community the Jackson staff, students, and parents accept the shared responsibility to ensure that when students leave our school, they are prepared to be critical and divergent thinkers and possess character traits that will lead to success in a global society."

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

Grade Level	Number of Students
Kindergarten	103
Grade 1	125
Grade 2	108
Grade 3	143
Grade 4	112
Grade 5	134
Grade 6	122
Total Enrollment	847

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	6.6
American Indian or Alaska Native	0.4
Asian	1.3
Filipino	0.8
Hispanic or Latino	78.2
Native Hawaiian or Pacific Islander	0.1
White	10.7
Two or More Races	0.9
Socioeconomically Disadvantaged	88.4
English Learners	40.1
Students with Disabilities	11.9
Foster Youth	1.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	**2014-15**	**2015-16**	**2015-16**
With Full Credential	36	41	40	1855
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.9	6.1
All Schools in District	93.6	6.4
High-Poverty Schools in District	93.3	6.7
Low-Poverty Schools in District	95.0	5.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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

Materials Sufficiency Board Meeting Date: October 5, 2015

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

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

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1959
Last modernized: 1998
Lot Size: 10.8 Acres
22 Permanent Classrooms
18 Relocatable Classrooms
Completely Air Conditioned
Library/Research/Technology Room
Multi-Purpose Room
Indoor and outdoor cafeteria

"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. Jackson Elementary School completed their school site inspection on 01/20/2016.

Jackson has a full 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 = 438
Labor Hours = 1,354.62
Assessed Value of Work = $56,645.95

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 01/20/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 01/20/2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	27	43	44
Mathematics	26	33	33

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

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	3	141	135	95.7	45	32	13	10
	4	110	108	98.2	45	30	19	6
	5	135	129	95.6	45	30	17	8
	6	119	117	98.3	38	26	26	9
Male	3		76	53.9	55	29	8	8
	4		55	50.0	51	27	16	5
	5		75	55.6	45	37	12	5
	6		47	39.5	53	23	21	2
Female	3		59	41.8	32	36	19	14
	4		53	48.2	40	32	23	6
	5		54	40.0	44	20	24	11
	6		70	58.8	29	29	29	14
Black or African American	3		7	5.0	--	--	--	--
	4		5	4.5	--	--	--	--
	5		10	7.4	--	--	--	--
	6		9	7.6	--	--	--	--
American Indian or Alaska Native	4		1	0.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		2	1.4	--	--	--	--
	4		1	0.9	--	--	--	--
	5		2	1.5	--	--	--	--
Filipino	3		1	0.7	--	--	--	--
	4		3	2.7	--	--	--	--
	5		3	2.2	--	--	--	--
Hispanic or Latino	3		104	73.8	46	30	13	12
	4		87	79.1	48	29	18	5
	5		105	77.8	47	30	16	7
	6		95	79.8	41	25	25	8
White	3		15	10.6	40	40	13	7
	4		10	9.1	--	--	--	--
	5		7	5.2	--	--	--	--
	6		11	9.2	18	18	36	27
Two or More Races	3		3	2.1	--	--	--	--
	5		1	0.7	--	--	--	--
	6		2	1.7	--	--	--	--
Socioeconomically Disadvantaged	3		120	85.1	49	30	12	9
	4		98	89.1	48	29	18	5
	5		121	89.6	45	31	16	8
	6		102	85.7	41	26	25	8
Students with Disabilities	3		17	12.1	82	18	0	0
	4		9	8.2	--	--	--	--
	5		14	10.4	93	7	0	0
	6		10	8.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	141	136	96.5	44	23	25	8
	4	110	109	99.1	34	42	17	7
	5	135	131	97.0	51	31	11	7
	6	119	117	98.3	49	25	15	11
Male	3		76	53.9	46	22	22	9
	4		56	50.9	34	41	16	9
	5		77	57.0	53	26	14	6
	6		47	39.5	62	21	11	6
Female	3		60	42.6	42	23	28	7
	4		53	48.2	34	43	17	6
	5		54	40.0	48	37	7	7
	6		70	58.8	40	27	19	14
Black or African American	3		7	5.0	--	--	--	--
	4		5	4.5	--	--	--	--
	5		10	7.4	--	--	--	--
	6		9	7.6	--	--	--	--
American Indian or Alaska Native	4		1	0.9	--	--	--	--
Asian	3		2	1.4	--	--	--	--
	4		1	0.9	--	--	--	--
	5		2	1.5	--	--	--	--
Filipino	3		1	0.7	--	--	--	--
	4		3	2.7	--	--	--	--
	5		3	2.2	--	--	--	--
Hispanic or Latino	3		105	74.5	41	25	28	7
	4		88	80.0	35	43	18	3
	5		107	79.3	50	34	10	6
	6		95	79.8	48	25	18	8
White	3		15	10.6	60	13	7	20
	4		10	9.1	--	--	--	--
	5		7	5.2	--	--	--	--
	6		11	9.2	27	27	9	36
Two or More Races	3		3	2.1	--	--	--	--
	5		1	0.7	--	--	--	--
	6		2	1.7	--	--	--	--
Socioeconomically Disadvantaged	3		121	85.8	48	22	23	7
	4		99	90.0	35	42	16	6

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		123	91.1	50	32	11	7
	6		102	85.7	49	26	15	10
Students with Disabilities	3		17	12.1	71	12	18	0
	4		10	9.1	--	--	--	--
	5		14	10.4	93	0	7	0
	6		10	8.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	43	56	43	56	60	58	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	58
All Students at the School	43
Male	43
Female	42
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	40
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	28
Students with Disabilities	41
Foster Youth	--

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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.40	24.60	11.20

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (Most Recent Year)

At Jackson, we encourage the productive involvement of parents and family members to support student success. We cannot do the important work that needs to be done without our partners on the home front. Jackson encourages parents to volunteer in the classrooms and in other school operations. There are many opportunities for parental involvement at Jackson Elementary School. Parents are encouraged to be actively involved in Jackson's PTA, School Site Council, and English Learner Advisory Committee. These parent organizations have sponsored and participated in enrichment activities like campus beautification and holiday arts events. Jackson is one of RUSD's satellite campuses for the 'Families First' program, providing parents with instruction to improve skills in computing and learning English, group support for parenting challenges, and other areas. Parents are invited to attend Parent Curriculum Nights, sponsored by the PTA, attend student performance events, and visit the school for special events such as our Halloween Parade, holiday classroom parties and our monthly awards assemblies. We strongly encourage parents to volunteer in the classroom or become a class helper for special classroom events or field trips. For parents who wish to volunteer in the classroom, a Parent Volunteer Orientation is held at the beginning of the year to review how to complete the required screening, how to volunteer effectively and to answer any questions parents may have. Parents of kindergarten students are also invited to a Kindergarten Orientation prior to the start of school to review curriculum expectations, classroom organization, homework, school schedules, and behavioral expectations in the classroom, on the playground and in the cafeteria. All classrooms at Jackson have an active Haiku account, allowing parents access to information about homework, classroom events, internet links for learning and other schoolwide events. Parents are also asked to be involved in supporting their children in completing homework and maintaining good attendance and on time arrival. The parent involvement contact at the school is Lynne Ennis, Principal, and can be contacted at 951-352-8211.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.42	4.76	4.52	4.82	4.50	4.37	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.25	0.18	0.22	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted

as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2007-2008
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13 Avg. Class Size	2012-13 Number of Classes 1-20	2012-13 Number of Classes 21-32	2012-13 Number of Classes 33+	2013-14 Avg. Class Size	2013-14 Number of Classes 1-20	2013-14 Number of Classes 21-32	2013-14 Number of Classes 33+	2014-15 Avg. Class Size	2014-15 Number of Classes 1-20	2014-15 Number of Classes 21-32	2014-15 Number of Classes 33+
K	25		4		24		5		22	1	4	
1	29		4		21	1	4		25		5	
2	29		4		27		5		26		4	
3	29		4		28		3		26		5	
4	27	1	4		27	1	4		27	1	3	
5	29		3		31		3	1	32		2	2
6	26	2	3	1	25	2	3		26	1	4	
Other	11	1			10	1			13	1		

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.23	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6,034	1,798	4,237	76,077
District	N/A	N/A	$4,709	$79,035
Percent Difference: School Site and District	N/A	N/A	-19.9	-11.8
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A	-29.5	-4.4

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

Types of Services Funded (Fiscal Year 2014-15)

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

$146,096 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

$220,182 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2013-14)

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

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

Professional Development (Most Recent Three Years)

Professional development the staff has attended in recent years includes:
- enVision Math 40 hours training
- Read 180 - 40 hours training
- Fall Intervention Training
- Math and Language Arts for SDC Teachers
- Lee Canter Behavior Management training for several teachers
- Special Education teachers attended Project Read training/Language! Training.
- Phonemic Awareness, Phonics, and Syllabication Training with District Staff Developers
- Kate Kinsella's Academic Toolkit Vocabulary training (6th Grade teachers)

Many staff members participated in other activities sponsored by the school, district, or through special projects that were appropriate for their professional development. The major topics covered during the trainings included the following:
- Data Analysis using Data Director, DIBELS, and Illuminate
- Monthly job-alike meetings for all Special Ed teachers
- Brad Shearer, Riverside County Office of Education Curriculum Specialist consulted with administration and provided monthly staff development and walk-throughs to improve Standards-Based Planning and instruction with short cycle assessments for grade level teams.
- Brad Shearer, Riverside county Office of Education Curriculum Specialist provided training to teachers on the instructional shifts necessary to successfully teach the California Common Core Standards. Each grade level received 3-4 days of training during the year on a variety of topics.
- R180 Ongoing Professional Development (6 per year)
- Advancement Via Individual Determination (AVID) training

At the beginning of the school year (2015-16) teachers and all support staff attended training provided by the district on the district vision and using technology for instructional support.

Areas of focus (new or continuing) for professional development for the 2015-2016 school year were determined by RUSD Professional Development support for implementation of Common Core. Teachers are released by grade levels to spend time with instructional specialists on English Language Arts and Math instruction, throughout the year.

 Teachers have been trained in using a website to support diagnostics, student intervention, and statistical tracking of improvement for the iReady program, as well as Lexia and Moby Max, for ELA and math instruction, respectively.. Additionally, teachers have been trained in using the Illuminate program, which provides data analysis for disaggregating student progress, as well as writing assessments that are effective and informative.

 Ongoing training and support for these programs is provided by RUSD instructional specialists, site administration, site instructional coaches, district staff developers and our UCR Interventionist, Marina Murphy, in the form of meetings and/or our 'Mini-Workshops'.

 Ongoing training for staff is provided in the following areas:
- Data Chats with administrators and teachers to determine grade level instructional focus based on data
- Orton Gillingham Multisensory Training for multi-sensory instruction for at-risk students with monthly 90 minute follow-up sessions (K-2 Institute)
- RTI training using DIBELS measures for intervention planning and progress monitoring (Leadership Team)
- Writing Instruction, EDI, Marzano, (done with coaches with teams and individuals)
- Training on District implementation of Common Core Standards d Planning Brad Shearer (15 days)
- HM Treasures ELA K-2 Training (2 Days)
- DIBELS District Training (90 min. monthly)
- AVID (1-3 Days of Training)
- Academic Vocabulary Toolkit Training Gr. 6
- AEL Success in Common Core District Training for ELD Coach with upper and primary teachers
- AELD District Training on Unit Planning and Writing (2 days)
- Support for English Language Learners from on-site ELD coach. (ongoing)