

John Adams Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	John Adams Elementary School
Street	8362 Colorado Ave.
City, State, Zip	Riverside, CA 92504-2305
Phone Number	(951) 352-6709
Principal	Carolina Michel
E-mail Address	cmichel@rusd.k12.ca.us
Web Site	http://www.rusdlink.org/Domain/8
CDS Code	33-67215-6032528

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

School Description and Mission Statement (School Year 2016-17)

John Adams Elementary School Mission Statement:

"We exist to educate, inspire, and empower students for the future."

John Adams Elementary is a friend of Core Knowledge school where the entire staff is committed to educating, inspiring and empowering students for the future. We strive to ensure our students leave equipped with the skills, content knowledge and strategies to be prepared for the future. That they develop and acquire a love for reading and an understanding that reading is a life skill. We instill in our students the belief that they have the ability to learn because they have hope and courage to try new things and persevere through challenges. We also build in them the core virtues of responsibility, respect and readiness to be successful and productive members of their community.

At John Adams teachers instruct with researched based instructional practices in all subject areas so students learn the skills and content standards for speaking, listening, reading, writing, math, science, social studies, art, music and language development. For developing students' language arts skills and content knowledge, teacher are trained in and use the Amplify Core Knowledge and Treasures English language arts and English language development curriculum, K-2 Institute strategies and 3-6 Advanced Phonics. For developing students' math skills, teachers are trained and use RUSD's math scope and sequence aligned to the state math standards and multiple resources, and engage students in Number Talks. Core Knowledge science, social studies, art, and music content is integrated with other content areas throughout the instructional day. For further intensive support, K-2 institute, 3-6 Advanced phonics, and READ 180 are provided to students who are struggling with reading skills by classroom teachers and two resource teachers. For students who are struggling with math skills, teachers provide small group differentiation during the day and a resource teacher provides extra intensive support during the day. Our HEARTS after-school program also offers participating students the opportunity to engage in enriching activities such as visual and performing arts, computer coding, and physical exercise. Core Virtues are taught in every class and celebrated every month, along with perfect attendance, at Dragon Assemblies. In order to keep parents and families informed of school events and important information, a monthly letter is sent out, auto-dialer phone messages are periodically sent out and the sites website is updated.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	82
Grade 1	73
Grade 2	85
Grade 3	58
Grade 4	79
Grade 5	62
Grade 6	74
Total Enrollment	513

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	0.4
Asian	1.8
Filipino	0.4
Hispanic or Latino	76.2
Native Hawaiian or Pacific Islander	0.8
White	14.6
Two or More Races	1
Socioeconomically Disadvantaged	83.2
English Learners	26.9
Students with Disabilities	8.6
Foster Youth	0.2

A. Conditions of Learning**State Priority: Basic**

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	27	30	1855
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.2	4.8
All Schools in District	94.4	5.6
High-Poverty Schools in District	94.3	5.7
Low-Poverty Schools in District	94.7	5.3

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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

Materials Sufficiency Board Meeting Date: 04/11/2016 The table displays information collected 12/01/2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials. Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: California Treasures, K-2 (Adopted in 2013) Amplify Core Knowledge Language Arts, 3-6 (adopted in 2016) Scholastic - Read 180/System 44 (Adopted in 2010)	Yes	0%
Mathematics	Pearson Education: enVision Math California Common Core 2015, K-6 (adopted in 2014)	Yes	0%
Science	McGraw Hill: California Science, K-6 (adopted in 2007)	Yes	0%
History-Social Science	Harcourt: Reflections, K-6 (adopted in 2006)	Yes	0%
Foreign Language	N/A		N/A

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	N/A		N/A
Visual and Performing Arts	Standards-based visual art at grades 3-6.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1962

Last modernized: 2007

Lot Size: 7.6 acres

21 Permanent Classrooms

8 Portable Classrooms

Library/Multi-Purpose Room

Indoor and Outdoor Cafeteria

Air Conditioned

"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. Adams Elementary School completed their school site inspection on 5/10/2017.

Adams 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 = 363

Labor Hours = 1120.95

Assessed Value of Work = \$52413.15

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 5/10/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A-11: Beverage air, milk cooler BKV, SM34N - the door keeps falling down WO 16-264629 P24: Check AC temp is reading 92 degrees in classroom right now WO 16-264880
Interior: Interior Surfaces	X			B-14: Carpet in room 14 is in really bad shape and needs to be replaced WO 15-23740 B-25: Storage room between rooms 1 & 2 there is something stuck in the de y hole unable to open door WO16-256939 B-9: 2 air bubbles in the carpet WO 16-245411
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			A-1: Spray main office for ants WO16-259048 B-13: Spray for ants WO 16-264290 B-14: Spray for ants WO 16-264291
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			A-2A: Staff restroom in main office needs toilet paper dispenser installed WO16-259581
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			P16: Repair wood skirting WO16-247530 P25: Skirting on the playground side has a broken grade that needs to be replaced WO16-260499
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			B-14: Door is sticking and is hard to open WO16-263636 Ball Wall next to P28: A couple of plywood boards need to be replaced. WO16-262691 P23: Can't unlock door WO16-264425 Upper Grade Playground: Climbing structure has vinyl covers that are cracked and need to be replaced WO16-260333

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 5/10/2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	33	36	44	48	44	48
Mathematics	24	30	33	35	34	36

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	61	61	100.0	18.0
	4	83	83	100.0	35.4
	5	63	62	98.4	40.3
	6	77	76	98.7	48.7
Male	3	29	29	100.0	20.7
	4	43	43	100.0	20.9
	5	33	32	97.0	40.6
	6	31	30	96.8	30.0
Female	3	32	32	100.0	15.6
	4	40	40	100.0	51.3
	5	30	30	100.0	40.0
	6	46	46	100.0	60.9
Hispanic or Latino	3	52	52	100.0	17.3
	4	63	63	100.0	37.1
	5	40	40	100.0	32.5
	6	60	59	98.3	50.9
White	4	14	14	100.0	28.6
	5	13	12	92.3	50.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	12	12	100.0	50.0
Socioeconomically Disadvantaged	3	53	53	100.0	17.0
	4	78	78	100.0	36.4
	5	54	54	100.0	37.0
	6	59	59	100.0	47.5
English Learners	3	19	19	100.0	
	4	21	21	100.0	9.5

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

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

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

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	63	63	100.0	41.3
	4	83	83	100.0	28.9
	5	63	62	98.4	19.4
	6	76	75	98.7	32.0
Male	3	29	29	100.0	41.4
	4	43	43	100.0	23.3
	5	33	32	97.0	25.0
	6	30	29	96.7	34.5
Female	3	34	34	100.0	41.2
	4	40	40	100.0	35.0
	5	30	30	100.0	13.3
	6	46	46	100.0	30.4
Hispanic or Latino	3	54	54	100.0	40.7
	4	63	63	100.0	30.2
	5	40	40	100.0	17.5
	6	59	58	98.3	31.0
White	4	14	14	100.0	21.4
	5	13	12	92.3	16.7
	6	12	12	100.0	41.7
Socioeconomically Disadvantaged	3	55	55	100.0	40.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	78	78	100.0	28.2
	5	54	54	100.0	18.5
	6	58	58	100.0	34.5
English Learners	3	19	19	100.0	15.8
	4	21	21	100.0	9.5

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

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	57	75	56	60	58	54	60	56	54

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

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

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	64	63	98.4	55.6
Male	33	33	100.0	60.6
Female	31	30	96.8	50.0
Hispanic or Latino	41	40	97.6	55.0
White	13	13	100.0	61.5
Socioeconomically Disadvantaged	55	54	98.2	51.9

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.7	30	30

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Research shows that children whose parents are actively involved in their child's education have greater success in school. John Adams parents are encouraged to attend parent meetings and workshops, parent-teacher conferences, family nights, and other parent training opportunities. In addition, parents are encouraged to volunteer to help implement the daily programs. Events to increase parent involvement include Families First parent workshops every week, English Learner Advisory Committee, (ELAC), and School Site Council meetings every month. All parent meetings are conducted in Spanish and English.

Topics presented to parents are, but not limited to, the importance of school attendance, Home and Community Activities for children and families; Grade Level Expectations in Language Arts and Math; reading and math strategies; and strategies for helping their children with homework.

Information regarding parent activities at John Adams Elementary School can be obtained in the school office. The parent involvement contact for this school is Mrs. Carolina Michel, principal, and can be contacted at (951) 352-6709.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.9	3.1	2.3	4.5	4.4	4.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	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	71.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		4		20	2	3		15	3	1	0
1	28		2		22		3		18	1	3	0
2	26		3		26		3		21	1	3	0
3	30		2		26		3		19	1	2	0
4	30		2		31		2		20	2	2	0
5	33			3	30		2		16	3	1	0
6	25	1		2	27	1	2	1	19	2	2	0
Other	8	1										

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.2	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,451	\$1,387	\$5,064	\$79,185
District	N/A	N/A	\$5,235	\$81,908
Percent Difference: School Site and District	N/A	N/A	-3.3	-3.3
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-10.8	4.4

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

Types of Services Funded (Fiscal Year 2015-16)

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

\$ 74,230 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

\$166,707 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,907	\$45,092
Mid-Range Teacher Salary	\$76,557	\$71,627
Highest Teacher Salary	\$100,120	\$93,288
Average Principal Salary (Elementary)	\$119,891	\$115,631
Average Principal Salary (Middle)	\$127,709	\$120,915
Average Principal Salary (High)	\$139,500	\$132,029
Superintendent Salary	\$270,000	\$249,537
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

All staff members at John Adams participated in Professional Development training sponsored by John Adams Elementary School and RUSD in 2014-15, 2015-16, and in 2016-17. Many staff members participate in additional activities offered by RUSD, or through special projects that are appropriate for their individual needs. Specific training related to researched based instruction, standards aligned lessons, English Language Arts, English Language Development, and mathematics occur during bi-monthly staff meetings, all-day training, after-school workshop opportunities, in-class coaching, and or conferences. The major topics covered during staff development include:

Common Core State Standards and Core Knowledge Sequence Lesson Planning/Curriculum Development

Core Knowledge Language Arts Amplify Program training and support for 3-6 teachers

Collabotive Conversations and all speaking and listening standards training for TK - 6 teachers (including special education)

Reading, Writing, and Math strategies by grade level

K-2 institute training and support for all K-2 teachers

3-6 Advanced Phonics training and support for 3-6 teachers

Common Core State Standards Planning

Digital Citizenship and Digital Literacy planning and instruction

English Language Development planning with new state standards

Response to Intervention (RTI)

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Academic Vocabulary Toolkit Lesson Planning - Kate Kinsella Model for all students with a focus on English Learners

Continued training on the Collection and Analysis of Assessment Data

Differentiating Instruction and Meeting the Needs of At-Risk Learners.

RUSD BOLT (Building Our Legacy Together) for strategies and practices to increase English Learner performance

Standards Based Planning and Data Analysis/Data Protocol Meetings.

Envision Math Training

Core Virtues training

Teachers also engage in weekly collaboration meetings to plan best first instruction based on state standards, Core Knowledge sequence, formative data results, and individual student needs.

Teachers are supported through teacher-principal meetings, staff developers/ISS-teacher meetings and coaching, Core Knowledge Coach-teacher planning, by providing standards aligned supplemental resources to support student engagement and rigorous learning, and by reporting student performance data to inform instruction.

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