

Jackson Elementary

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	Jackson Elementary
Street	4585 Jackson Street
City, State, Zip	Riverside, CA 92503-2758
Phone Number	(951) 352-8211
Principal	JoLynn Barnes
E-mail Address	jbarnes@rusd.k12.ca.us
Web Site	http://rusdlink.org/Domain/21
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 (School Year 2016-17)

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, working 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 2015-16)

Grade Level	Number of Students
Kindergarten	117
Grade 1	87
Grade 2	119
Grade 3	111
Grade 4	148
Grade 5	111
Grade 6	129
Total Enrollment	822

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	0.5
Asian	1.6
Filipino	0.9
Hispanic or Latino	77.3
Native Hawaiian or Pacific Islander	0
White	11.7
Two or More Races	1.8
Socioeconomically Disadvantaged	88.1
English Learners	36.6
Students with Disabilities	9
Foster Youth	0.9

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

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	41	40	38	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	1	0
Total Teacher Misassignments *	0	1	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	100.0	0.0
All Schools in District	94.4	5.6
High-Poverty Schools in District	94.3	5.7
Low-Poverty Schools in District	94.7	5.3

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

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

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

Materials Sufficiency Board Meeting Date: 04/11/2016

The table displays information collected on 12/01/2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

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

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

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1959

Last modernized: 1998

Lot Size: 10.8 Acres

22 Permanent Classrooms

18 Portable 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 5/10/2017.

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 = 331

Labor Hours = 1056.72

Assessed Value of Work = \$61414.83

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			M-13: Water heater for cafeteria is not heating and is leaking badly WO 16-256060 Room 20: Installed shut off valve WO 16-258913
Interior: Interior Surfaces	X			H-10: Part of the rubber strip is missing between carpet and linoleum, protrudes up causing a tripping hazard WO16-253419
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Adm Office: Spray for roaches WO16-260853 Grounds: Spray for fire ants on the grass strip in front of school. Safety issue WO16-260285
Electrical: Electrical	X			M13: Emergency exit light on south wall leading to rest rooms corridor is indication battery discharge malfunction WO16-262317
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Grounds: Main gas shutoff need identify/label shutoff sign on gate WO16-262362 Grounds: Sunken asphalt around sewer clean out drain 4'x4' and 3" to 3" deep next to sidewalk near Room 8. Tripping Hazard and Safety Issue WO16-262394 Kinder 2: Need fire extinguisher remounted no bracket WO16-255073 M-15: The stage curtains last treated with flame deterrent 11-99 recommend retreat WO16-262367
Structural: Structural Damage, Roofs	X			

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	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			3A: Replace ramp skirting 9 wood panels WO16-262316 A-14: Repair door closer WO16-263450 Grounds main hallway near HP Restrooms: There is a large crack about 2" wide and 10' long needs to be patched WO16-255075 Grounds: Have all curbs painted WO 16-256187 Grounds: No water going to the apple trees WO16-257665 Grounds: Regular trash bin bottom is rotted out along the seam. Need replacement trash bin. ASAP leaking liquid on the ground very sticky and smelly WO16-263151 H-10: Re-glue new carpet strip by door tripping hazard WO 16-258777 Kinder 1: Substand in door lock WO 16-254619 P41: Door lock is spinning can not open up restroom WO16-259103 P42: Cracked window need to be replaced WO16-263152

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	27	40	44	48	44	48
Mathematics	25	26	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	111	111	100.0	33.6
	4	146	143	98.0	41.3
	5	118	117	99.2	41.9
	6	131	127	97.0	40.9
Male	3	61	61	100.0	30.0
	4	77	76	98.7	35.5
	5	60	60	100.0	40.0
	6	77	75	97.4	32.0
Female	3	50	50	100.0	38.0
	4	69	67	97.1	47.8
	5	58	57	98.3	43.9
	6	54	52	96.3	53.9
Hispanic or Latino	3	85	85	100.0	35.7
	4	108	106	98.2	41.5
	5	93	93	100.0	37.6
	6	106	104	98.1	42.3
White	3	11	11	100.0	27.3
	4	18	17	94.4	52.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	12	11	91.7	63.6
Socioeconomically Disadvantaged	3	104	104	100.0	30.8
	4	124	122	98.4	36.1
	5	107	106	99.1	40.6
	6	120	116	96.7	41.4
English Learners	3	30	30	100.0	10.0
	4	37	36	97.3	22.2
	5	34	34	100.0	11.8
	6	28	27	96.4	3.7
Students with Disabilities	4	22	21	95.5	9.5
	5	17	17	100.0	
	6	14	13	92.9	

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	111	111	100.0	44.1
	4	146	144	98.6	20.1
	5	118	117	99.2	19.7
	6	131	128	97.7	23.4
Male	3	61	61	100.0	39.3
	4	77	76	98.7	19.7
	5	60	60	100.0	25.0
	6	77	76	98.7	25.0
Female	3	50	50	100.0	50.0
	4	69	68	98.5	20.6
	5	58	57	98.3	14.0
	6	54	52	96.3	21.1
Hispanic or Latino	3	84	84	100.0	47.6
	4	108	107	99.1	18.7
	5	93	93	100.0	19.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	106	105	99.1	20.9
White	3	11	11	100.0	36.4
	4	18	17	94.4	29.4
	5	12	11	91.7	18.2
	6	12	11	91.7	18.2
Socioeconomically Disadvantaged	3	105	105	100.0	41.9
	4	124	123	99.2	15.4
	5	107	106	99.1	18.9
	6	120	117	97.5	23.9
English Learners	3	30	30	100.0	30.0
	4	37	37	100.0	10.8
	5	34	34	100.0	5.9
	6	28	28	100.0	7.1
Students with Disabilities	4	22	21	95.5	4.8
	5	17	17	100.0	
	6	14	13	92.9	

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)	56	43	43	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	115	115	100.0	42.6
Male	59	59	100.0	49.2
Female	56	56	100.0	35.7
Hispanic or Latino	92	92	100.0	40.2
Socioeconomically Disadvantaged	104	104	100.0	44.2
English Learners	33	33	100.0	24.2
Students with Disabilities	16	16	100.0	25.0

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.2	24.3	7.5

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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, attend student performance events, and visit the school for special events such as our Fall Costume Parade, holiday classroom parties and our 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 and transitional 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 JoLynn Barnes, 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.8	4.5	2.9	4.5	4.4	4.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.1	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	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	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	24		5		22	1	4		20	2	4	0
1	21	1	4		25		5		15	3	3	0
2	27		5		26		4		19	2	3	0
3	28		3		26		5		19	2	4	0
4	27	1	4		27	1	3		21	3	1	3
5	31		3	1	32		2	2	22	2	0	3
6	25	2	3		26	1	4		22	2	4	0
Other	10	1			13	1			13	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	0.4	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,073	\$1,471	\$4,602	\$75,530
District	N/A	N/A	\$5,235	\$81,908
Percent Difference: School Site and District	N/A	N/A	-12.1	-7.8
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-18.9	-0.4

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

Types of Services Funded (Fiscal Year 2015-16)

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

\$144,407 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

\$195,703 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)

Professional development the staff has attended in recent years includes:

1. enVision Math 40 hours training
2. Read 180 - 40 hours training
3. Fall Intervention Training
4. Math and Language Arts for SDC Teachers
5. Lee Canter Behavior Management training for several teachers
6. Special Education teachers attended Project Read training/Language! Training.
7. Phonemic Awareness, Phonics, and Syllabication Training with District Staff Developers
8. Kate Kinsella's Academic Toolkit Vocabulary training (6th Grade teachers)
9. Wonders Implementation training for new adoption, grades 3-6
10. Illuminate training

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:

11. Data Analysis using Data Director, DIBELS, and Illuminate
12. Monthly job-alike meetings for all Special Ed teachers
13. 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.
14. 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 a previous year on a variety of topics.

15. R180 Ongoing Professional Development (6 per year)
16. Advancement Via Individual Determination (AVID) training
17. Additional training to support implementation of Wonders ELA curriculum, grades 3-6
18. Training for support and materials for newcomer English Learners

At the beginning of the school year (2016-17) teachers and all support staff attended training provided by the district on the district vision, engagement and a wide variety of self-selected professional development choices.

Areas of focus (new or continuing) for professional development for the 2016-2017 school year were determined by teachers and administration during the previous school year, and also through support from Instructional Services. 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 and district staff developers.

Ongoing training for staff is provided and/or offered in the following areas:

19. Data Chats with administrators and teachers to determine grade level instructional focus based on data
20. Orton Gillingham Multisensory Training for multi-sensory instruction for at-risk students with monthly 90 minute follow-up sessions (Gateway to Learning--formerly known as K-2 Institute)
21. RTI training using DIBELS measures for intervention planning and progress monitoring (Leadership Team)
22. Writing Instruction, Marzano, (done with coaches with teams and individuals)
23. ELA Wonders continuing support/training for grades 3-6
24. Support for English Language Learners (ELA and English Language Development)

25.

Math support for instructional math guide through District training and site-specific coaching

26.

Math lab lessons with support from Instructional Specialists and Staff Development Specialists

27.

Wide variety of instructional technology support through District training and site-specific coaching

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