

John Adams Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
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 2017-18)

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, and as educators and positive role models, we provide a safe and structured environment to develop trust and a strong rapport with all students.

At John Adams, we facilitate student driven learning while teaching rigorous and rich content knowledge in literature, math, science, history, and the arts. We remain flexible by using multiple strategies to differentiate instruction and engage every student. We collaborate with one another, keeping students' needs in mind to drive them towards empowerment. 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 English language arts and English language development curriculum. Core Knowledge science, social studies, art, and music content is integrated with other content areas throughout the instructional day. At John Adams the focus has been early literacy skills and developing students' ability to engage in collaborative conversations. Students' early literacy skills are progress monitored three times in the year using the DIBELS measure. 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. Students' collaborative skills are also monitored every trimester. Teachers use standard aligned rubrics to measure students' speaking and listening skills in a collaborative setting.

For developing students' math skills, teachers are trained on best math practices based on the California Mathematics Framework. They use RUSD's math scope and sequence aligned to the state math standards and multiple resources, and engage students in daily math fluency practices. The kindergarten team is trained to address early numeracy with specific strategies. 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.

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.

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.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	98
Grade 1	65
Grade 2	78
Grade 3	83
Grade 4	64
Grade 5	86
Grade 6	62
Total Enrollment	536

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	0.6
Asian	1.7
Filipino	0.6
Hispanic or Latino	78.7
Native Hawaiian or Pacific Islander	0.7
White	11.6
Two or More Races	0.6
Socioeconomically Disadvantaged	83.4
English Learners	29.3
Students with Disabilities	10.1
Foster Youth	1.5

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

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	27	30	30	1909
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Year and month in which data were collected: 10/16/17

The table displays information collected in 10/16/17 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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

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

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: California Treasures, K-2 (Adopted in 2013) Amplify Core Knowledge Language Arts, 3-6 (adopted in 2016) Amplify Education, Inc.: CA Core Knowledge (adopted in 2016) Houghton Mifflin Harcourt: Read 180/System 44 (adopted in 2010)/Next Generation System 44 (Amended in 2017)	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	Offer standards-based visual art and instrumental music classes. Offer supporting programs in theater, dance, and vocal music after school.	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.

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.

Adams has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

of Work Orders = 403

Labor Hours = 944.7

Assessed Value of Work = \$40528.19

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/11/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/11/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces		X		13: Broken drawer - W/O#17-278639 14: Carpet needs to be replaced 24: Bad carpet W/O #16-268142
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			1: Tear in the carpet, W/O#16-268117 2A Restroom: Toilets stained
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Playground: Drinking fountain W/O#17-278365
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 of the most recent FIT report: 12/11/2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	36	32	48	47	48	48
Mathematics (grades 3-8 and 11)	30	20	35	34	36	37

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	295	294	99.66	32.31
Male	149	149	100	29.53
Female	146	145	99.32	35.17
Black or African American	14	14	100	28.57
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	234	233	99.57	31.76
White	33	33	100	36.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	257	256	99.61	30.08
English Learners	115	114	99.13	24.56
Students with Disabilities	33	33	100	6.06
Foster Youth	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	295	294	99.66	20.41
Male	149	149	100	24.83
Female	146	145	99.32	15.86
Black or African American	14	14	100	28.57
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	234	233	99.57	18.03
White	33	33	100	27.27
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	257	256	99.61	19.53
English Learners	115	114	99.13	14.91
Students with Disabilities	33	33	100	6.06
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	75	56	58	54	60	56

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.8	19	27.4

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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 Math Night, literacy workshops, 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.1	2.3	2.8	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	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	68.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	2	3		18	3	2		19	1	4	
1	22		3		23		3		29		2	
2	26		3		28		3		25		3	
3	26		3		28		2		27		3	
4	31		2		29		2		30		2	
5	30		2		30		2		17	2	3	
6	27	1	2	1	30		3		20	1	2	
Other					8	1			8	3		

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

Academic Counselors and Other Support Staff (School Year 2016-17)

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	0.8	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7625	1686	5940	74322
District	N/A	N/A	\$5,857	\$87,199
Percent Difference: School Site and District	N/A	N/A	-13.5	-9.2
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-23.0	-0.1

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

Types of Services Funded (Fiscal Year 2016-17)

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

\$ 61,604 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,035	\$47,808
Mid-Range Teacher Salary	\$82,647	\$73,555
Highest Teacher Salary	\$100,547	\$95,850
Average Principal Salary (Elementary)	\$125,192	\$120,448
Average Principal Salary (Middle)	\$132,039	\$125,592
Average Principal Salary (High)	\$144,725	\$138,175
Superintendent Salary	\$282,285	\$264,457
Percent of Budget for Teacher Salaries	40%	35%
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 2015-16, 2016-17, and 2017-18. 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, trimester all-day training, after-school workshop opportunities, in-class coaching, and or conferences.

The annual number of school days dedicated to staff development were as follows: Depending on the grade level, subject or school focus, teachers participated in:

2015-2016: 6 to 10 days

2016-2017: 4 to 6 days

2017-2018: 4 to 8 days

The major topics covered during staff development include:

- Common Core Math standards and mathematics framework understanding and planning
- Common Core State Standards and Core Knowledge Sequence Lesson Planning/Curriculum Development
- Core Knowledge Language Arts Amplify Program training and support for K-6 teachers
- Collaborative 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)
- Continued training on the Informative Cycle of Inquiry as presented in RUSD Guide for Instructional Direction

- Differentiating Instruction and Meeting the Needs of At-Risk Learners
- Core Virtues training
- Restorative Practices
- Trauma Informed Classrooms

Teachers also engage in weekly collaboration meetings to engage in the cycle of inquiry, plan best first instruction based on CA frameworks, 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.