

Alcott Elementary

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	Alcott Elementary
Street	2433 Central Avenue
City, State, Zip	Riverside, CA 92506-3408
Phone Number	(951) 788-7451
Principal	Patricia Tran
E-mail Address	ptran@rusd.k12.ca.us
Web Site	http://rusdlink.org/Domain/9
CDS Code	33-67215-6032536

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)

We provide our scholars with a rigorous, enriching, and engaging learning environment that promotes life-long success.

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

Grade Level	Number of Students
Kindergarten	123
Grade 1	105
Grade 2	96
Grade 3	115
Grade 4	131
Grade 5	121
Grade 6	118
Total Enrollment	809

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	9.1
American Indian or Alaska Native	0.5
Asian	0.5
Filipino	0.4
Hispanic or Latino	56.2
Native Hawaiian or Pacific Islander	0.1
White	29.9
Two or More Races	2.3
Socioeconomically Disadvantaged	55.3
English Learners	14.8
Students with Disabilities	11.1
Foster Youth	0.7

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	36	33	35	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: 10/16/2017

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) Macmillan McGraw-Hill: Wonders, 3-6 (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
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: 1961
 Last Modernized: 2006
 Lot Size: 10 acres
 23 Permanent Classrooms
 13 Portable Classrooms
 Library/Instructional Media Center
 Indoor and Outdoor Cafeteria
 Completed 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.

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

of Work Orders = 407
 Labor Hours = 1292.43
 Assessed Value of Work = \$54,721.58

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: 10/18/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			10: Check AC 19: Bullet hole in door glass, lights are out, adjust spray on drinking fountain, patch/paint hole in wall, return air grill is dirty, clean carpet K3: AV vent is loose - hanging needs to be secured MPR: Stained ceiling tiles need to be replaced, missing cover on electrical j-box on stage, A/V vent is loose - hanging need to be secured, MPR storage door damaged needs to be replaced Office Women's Restroom: Exhaust fan not working

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 10/18/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces			X	<p>1: Stained ceiling tiles need to be replaced</p> <p>15: Patch & paint by T stat, jet line coming out of wall, replace receptacle 17-277241, replace lamps, ceiling tiles damaged, adjust spray fountain outside classroom</p> <p>16: Light is out, broken ceiling tiles, patch & paint wall under flag, remove old projector mount and patch/paint</p> <p>19: Bullet hole in door glass, lights are out, adjust spray on drinking fountain, patch/paint hole in wall, return air grill is dirty, clean carpet</p> <p>2: Stained ceiling tiles need to be replaced</p> <p>20: Ceiling tiles stained, adjust DF on sink</p> <p>3: Stained ceiling tiles need to be replaced</p> <p>4: Ceiling tiles, broken plug, faucet not working, carpet needs repair</p> <p>5: Carpet needs repair, no GFIC by sink</p> <p>6: Check wiremold cover plates, ceiling tiles need repair, carpet stained, No GFIC by sink, lights out</p> <p>7B: Carpet needs repair</p> <p>MPR: Stained ceiling tiles need to be replaced, missing cover on electrical j-box on stage, A/V vent is loose - hanging need to be secured, MPR storage door damaged needs to be replaced</p> <p>P24: Classroom has roof leaks, damaged ceiling tiles</p> <p>P25: Classroom has roof leaks, damaged ceiling tiles</p> <p>P27: Classroom has one light out, carpet seam seperating, roof leaks, damaged ceiling tiles</p> <p>P28: Classroom floor carpet seam is coming apart, asphalt connecting to the rooms entry ramp need to be shaved down - tripping hazard</p> <p>P29: Classroom has roof leaks, damaged ceiling tiles, asphalt connecting room entry ramp needs to be shaved down - tripping hazard.</p> <p>Restroom next to Rm 6: Missing seat cover holder in handicap stall, missing soap dispenser, handicap stall does not lock, missing toilet seat and sanitary napking disposal containers, scrape and recaulk sink, scrape paper off ceiling, bump stop installed incorrectly, patch & paint</p>
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			<p>P32: Animal hole are rear of portable</p> <p>P36: Animal hole are rear of portable</p>

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/18/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical		X		<p>15: Patch & paint by T stat, jet line coming out of wall, replace receptacle 17-277241, replace lamps, ceiling tiles damaged, adjust spray fountain outside classroom</p> <p>16: Light is out, broken ceiling tiles, patch & paint wall under flag, remove old projector mount and patch/paint</p> <p>19: Bullet hole in door glass, lights are out, adjust spray on drinking fountain, patch/paint hole in wall, return air grill is dirty, clean carpet</p> <p>4: Ceiling tiles, broken plug, faucet not working, carpet needs repair</p> <p>5: Carpet needs repair, no GFIC by sink</p> <p>6: Check wiremold cover plates, ceiling tiles need repair, carpet stained, No GFIC by sink, lights out</p> <p>G12A: Missing electrical Jbox cover for electrical wiring</p> <p>MPR: Stained ceiling tiles need to be replaced, missing cover on electrical j-box on stage, A/V vent is loose - hanging need to be secured, MPR storage door damaged needs to be replaced</p> <p>P26: One light fixture is out</p> <p>P27: Classroom has one light out, carpet seam separating, roof leaks, damaged ceiling tiles</p> <p>Storage next to Rm 6: Replace receptacle, lamp and exterior fixture</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		<p>15: Patch & paint by T stat, jet line coming out of wall, replace receptacle 17-277241, replace lamps, ceiling tiles damaged, adjust spray fountain outside classroom</p> <p>19: Bullet hole in door glass, lights are out, adjust spray on drinking fountain, patch/paint hole in wall, return air grill is dirty, clean carpet</p> <p>20: Ceiling tiles stained, adjust DF on sink</p> <p>23: Adjust DF on sink</p> <p>4: Ceiling tiles, broken plug, faucet not working, carpet needs repair</p> <p>Girls Restroom 20 Wing: Sink needs a faucet knob replaced</p> <p>Restroom next to Rm 6: Missing seat cover holder in handicap stall, missing soap dispenser, handicap stall does not lock, missing toilet seat and sanitary napking disposal containers, scrape and recaulk sink, scrape paper off ceiling, bump stop installed incorrectly, patch & paint</p>
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/18/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs		X		G5: Ceiling tiles stained and have holes P24: Classroom has roof leaks, damaged ceiling tiles P25: Classroom has roof leaks, damaged ceiling tiles P27: Classroom has one light out, carpet seam separating, roof leaks, damaged ceiling tiles P28: Classroom floor carpet seam is coming apart, asphalt connecting to the rooms entry ramp need to be shaved down - tripping hazard P29: Classroom has roof leaks, damaged ceiling tiles, asphalt connecting room entry ramp needs to be shaved down - tripping hazard. P31: Multiple ceiling stains, need to check roof P34: Ramp has nails coming loose P35: Ramp has nails coming loose PK3: Ceiling air vent is loose and hanging down
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			19: Bullet hole in door glass, lights are out, adjust spray on drinking fountain, patch/paint hole in wall, return air grill is dirty, clean carpet MPR: Stained ceiling tiles need to be replaced, missing cover on electrical j-box on stage, A/V vent is loose - hanging need to be secured, MPR storage door damaged needs to be replaced Site landscaping: Land scaping is abysmal, install sprinklers and seed

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/18/2017				
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)	48	46	48	47	48	48
Mathematics (grades 3-8 and 11)	38	33	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	485	479	98.76	46.14
Male	236	233	98.73	42.92
Female	249	246	98.8	49.19
Black or African American	42	41	97.62	43.9
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	277	274	98.92	35.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	141	139	98.58	64.03
Two or More Races	14	14	100	78.57
Socioeconomically Disadvantaged	266	263	98.87	30.42
English Learners	97	95	97.94	29.47
Students with Disabilities	70	68	97.14	14.71
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	485	477	98.35	32.91
Male	236	234	99.15	36.75
Female	249	243	97.59	29.22
Black or African American	42	40	95.24	27.5
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	277	273	98.56	23.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	141	139	98.58	51.08
Two or More Races	14	14	100	42.86
Socioeconomically Disadvantaged	266	261	98.12	18.77
English Learners	97	94	96.91	19.15
Students with Disabilities	70	68	97.14	10.29
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)	63	57	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	14.4	31.2	27.2

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)

Opportunities for parental involvement abound at Alcott. Parents are encouraged to participate in Parent Leadership on School Site Council (SSC), English Learner Advisory Committee (ELAC), Alcott School Foundation (ASF), and PTA. In addition, parent engagement is encouraged through various parent universities such as workshops from Families First Parenting Programs, California State PTA School Smarts Parent Engagement Program, ESL classes taught by teacher from Adult Education, and school sponsored language arts and mathematics nights. During ELAC meetings. Community collaborations with administration are provided morning, after school, and evening once a trimester for parents to receive information about school wide programs. All parent meetings are designed to keep parents informed about the standards-based curriculum implemented in classrooms and the enrichment opportunities that are provided for students by PTA and ASF. Parents are invited to attend all parent meetings, parent workshops, volunteer in their child's classrooms, or to take an active role in their child's education through homework and ongoing communication with the school. Parents are encouraged to contact the school office or PTA for more information. The parent involvement contact for this school is Mrs. Patricia Tran, principal, and she can be contacted at (951) 788-7451.

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	2.4	1.6	2.1	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	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		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	22		4		21	1	4		25		5	
1	28		3		24		4		25		4	
2	25	1	5		24	1	4		20	1	4	
3	19	1	5		26		5		27		4	
4	26	1	3		27	1	2	1	28	1	3	1
5	28		3		35			4	33		1	2
6	34			4	32		3		28	1	1	3
Other	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 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	0.4	N/A
Social Worker	0	N/A
Nurse	0.2	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6242	1053	5190	84027
District	N/A	N/A	\$5,857	\$87,199
Percent Difference: School Site and District	N/A	N/A	-11.4	-3.6
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-21.1	6.1

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

Types of Services Funded (Fiscal Year 2016-17)

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

\$59,592 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

\$123,782 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)

Alcott professional development was focused on instructional needs identified through a complete analysis of all grade level assessments given throughout the school years (2015-16, 2016-17, and 2017-18). All certificated staff participated in professional development training during Wednesday afternoon faculty meetings. Classified staff was included in training as required throughout the year. Staff members participated in other activities sponsored by the school or district that were appropriate for their individual needs. Teachers are supported during the implementation of professional development by fellow colleagues, district staff developers, and administrative feedback and support. The major topics covered during the in-services are listed below:

- Instructional Design with Magnolia Elementary
- Multi-Tiered System of Support (MTSS)
- Response to Intervention (RtI)
- School Leadership Team (SLT) through Collaborative 3
- Cycle of Inquiry, academic rigor, and metacognition
- Smarty Ants, Discovery Education, BrainPop, and ScootPad software licences
- Illuminate student data system
- New teachers participated in Year 1 and Year 2 BTSA program
- Short term learning cycles
- Data Discussion meetings using roving substitute teachers
- Grade level release day for math content knowledge, backward design, and essential questions
- Use of assessments to guide instruction and create strategic intervention groups
- Instructional Assistants attended specific Special Education training on non-student day
- Office Support Staff and Custodial attended district's training and monthly meetings (i.e. Aeries, Health Assistant, Attendance Assistant, and Custodial Support)