

# **Jackson Elementary**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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**

#### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Jackson Elementary
<b>Street</b>	4585 Jackson Street
<b>City, State, Zip</b>	Riverside, CA 92503-2758
<b>Phone Number</b>	(951) 352-8211 ext. 42850
<b>Principal</b>	JoLynn Barnes
<b>Email Address</b>	jbarnes@rusd.k12.ca.us
<b>Website</b>	<a href="http://rusdlink.org/Domain/21">http://rusdlink.org/Domain/21</a>
<b>County-District-School (CDS) Code</b>	33-67215-6032650

Entity	Contact Information
<b>District Name</b>	Riverside Unified
<b>Phone Number</b>	(951) 788-7135
<b>Superintendent</b>	David C. Hansen, Ed.D.
<b>Email Address</b>	dchansen@rusd.k12.ca.us
<b>Website</b>	www.rusd.k12.ca.us

### School Description and Mission Statement (School Year 2019-20)

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 a school wide Title I and 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.

All Jackson school goals are in support of the District goals under the Local Control Accountability Plan (LCAP): Provide high-quality teaching and learning environments for all students; Prepare all students to be college, career and world ready upon graduation; Fully engage students, parents, and the community in support of short and long-term educational outcomes. All strategies included in the goals will integrate best practices and research-based instructional strategies to support and increase the proficiency of English Learner students and students with disabilities. Specific strategies include: professional development in reading, writing and mathematics instruction, release time for teachers to participate in the Cycle of Informative Inquiry (analyze, plan, act, reflect), strategies to increase student attendance and engagement, and parent involvement activities to assist parents with academic support of their children in the home.

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 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	118
<b>Grade 1</b>	95
<b>Grade 2</b>	106
<b>Grade 3</b>	92
<b>Grade 4</b>	81
<b>Grade 5</b>	131
<b>Grade 6</b>	117
<b>Total Enrollment</b>	740

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	6.4
American Indian or Alaska Native	0.7
Asian	1.6
Filipino	0.1
Hispanic or Latino	77.4
Native Hawaiian or Pacific Islander	0.3
White	9.1
Two or More Races	2.6
Socioeconomically Disadvantaged	92.6
English Learners	31.9
Students with Disabilities	13.8
Foster Youth	0.5
Homeless	8.6

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	38	36	35	1768
Without Full Credential	0	0	0	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	38

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

**Year and month in which data were collected:** September 2019

The table displays information collected in in September 2019 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Macmillan McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016) Amplify Education, Inc.: CA Core Knowledge, (Adams, Bryant , Franklin, K-6) (adopted 2016) Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted 2017) McGraw Hill: California Wonders TK-2 (adopted 2019)	Yes	0%
<b>Mathematics</b>	Great Minds: Eureka, TK-6 / Eureka (adopted 2018) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
<b>Science</b>	McGraw Hill: California Science, K-5 / Ciencias (adopted 2007) Pearson: Opening the World of Learning (OWL), TK (adopted 2015) Amplify Science 6 only (adopted 2019)	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Harcourt: Reflections, K-6 / Reflexiones (adopted 2006) CKHG Core Knowledge Foundation History Geography (adopted 2017) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
<b>Health</b>	Healthy Me 3-6 Family Life (adopted 2009)	No	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.

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.

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

# of Work Orders = 467  
 Labor Hours = 1552.66  
 Assessed Value of Work = \$72666.6900

### 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

**Year and month of the most recent FIT report:** 12/19/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	JACB-4 (Classroom): 4: (D) Ceiling tiles missing, damaged or loose JACB-6 (Classroom): 4: (D) Ceiling tiles are stained JACC-7 (Classroom): 4: (D) Ceiling tiles missing, damaged or loose 9: water faucet leaks JACC-8 (Classroom): 4: (D) Ceiling tiles are stained JACD-16 (Classroom): 4: (D) Ceiling tiles are stained 9: (D) Water pressure too high or low JACD-17 (Classroom): 4: (D) Ceiling tiles are stained JACG-23 (Classroom): 4: (D) Ceiling tiles are stained JACK-1 (Classroom): 4: (D) Ceiling tiles missing, damaged or loose JACK-3 (Classroom): 4: (D) Ceiling tiles missing, damaged or loose
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	JACG-22 (Classroom): 7: (D) lighting fixture or bulbs are not working or missing JACH-10 (Classroom): 7: Some type of electrical box mounted on wall /ceiling is open and needs to be closed
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	JACC-7 (Classroom): 4: (D) Ceiling tiles missing, damaged or loose 9: water faucet leaks JACC-9 (Classroom): 9: water faucet leaks JACD-16 (Classroom): 4: (D) Ceiling tiles are stained 9: (D) Water pressure too high or low

		JACE-13 (Administration): 9: (D) Water pressure too high or low JACF-19 (Classroom): 9: drinking faucet will not turn off unless you wiggle it JACF-20 (Classroom): 9: (D) Sink/fountain is turned off JACF-21 (Classroom): 9: (D) Water pressure too high or low JACG-24 (Classroom): 9: drinking faucet leaking
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	47	39	49	51	50	50
Mathematics (grades 3-8 and 11)	27	26	35	36	38	39

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.

Note: ELA and 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	411	404	98.30	1.70	38.86
Male	206	201	97.57	2.43	31.84
Female	205	203	99.02	0.98	45.81
Black or African American	22	22	100.00	0.00	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	319	313	98.12	1.88	38.66
Native Hawaiian or Pacific Islander					
White	42	41	97.62	2.38	43.90



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	381	374	98.16	1.84	36.90
English Learners	187	183	97.86	2.14	33.88
Students with Disabilities	71	71	100.00	0.00	4.23
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	39	37	94.87	5.13	27.03

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	416	408	98.08	1.92	26.47
Male	209	204	97.61	2.39	25.98
Female	207	204	98.55	1.45	26.96
Black or African American	22	22	100.00	0.00	18.18
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	324	317	97.84	2.16	26.18
Native Hawaiian or Pacific Islander					
White	42	41	97.62	2.38	29.27
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	386	378	97.93	2.07	24.60
English Learners	191	187	97.91	2.09	21.93
Students with Disabilities	71	71	100.00	0.00	4.23
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	39	38	97.44	2.56	13.16

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.7	22.0	9.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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 school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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. Parents are invited to attend Parent Curriculum Nights, student performance events, and visit the school for special events such as PTA family events, our holiday program, Spring Open House and Carnival, 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. Teachers and parents communicate with each other through District email, conferences set up throughout the year and daily in-person and phone communication. Many teachers also utilize Class Dojo to effectively and continuously communicate with parents. School wide communication with parents is obtained through auto dialer, auto email messages and flyers/newsletters. Parents are 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 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	2.0	1.5	2.7	3.6	3.8	4.4	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.2	0.2	0.3	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department 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 January 31 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, lockdown, and active shooter/intruder 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; visitors on campus; 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, discrimination/harassment, 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	5		22		5		23	1	5	
1	23		4		25		4		26		3	
2	19	1	4		23		4		26		4	
3	30		4		28		3		21	2	2	
4	26	1	3		30		4		23	1	2	
5	33		1	3	32		1	2	25	1	3	1
6	26	2	1	3	22	3	5		26	1	4	
Other**					8	2			15	1		

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7928.31	1788.45	6139.86	93328.10
District	N/A	N/A	6650.57	\$94,861.00
Percent Difference - School Site and District	N/A	N/A	-8.0	-6.9
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-46.5	6.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

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

\$141,373 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

\$236,860.57 Title I: supplemental services and materials to assist at-risk students at risk of not meeting state academic standards

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,843	\$48,612
Mid-Range Teacher Salary	\$88,263	\$74,676
Highest Teacher Salary	\$115,432	\$99,791
Average Principal Salary (Elementary)	\$133,086	\$125,830

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$143,359	\$131,167
Average Principal Salary (High)	\$149,282	\$144,822
Superintendent Salary	\$303,086	\$275,796
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	13	17	14

Professional development the staff has attended in recent years includes:

\* District Eureka mathematics training for first year of new adoption implementation in the 2018-2019 year

\* Danielson Framework for Teaching training for all certificated staff beginning in the 2018-2019 year, continuing through 2019-2020

- Instructional Design and Learning Rounds training for team leaders and identified grade level teams through Innovate Ed consultation
- Read 180 - 40 hours training
- LAB! training for English Learner intervention
- Math and Language Arts for SDC Teachers
- Best, First Instruction training with RUSD staff development specialists; including structured student collaboration and academic vocabulary
- Special Education teachers attended Project Read training/Language! Training.
- Phonemic Awareness, Phonics, and Syllabication Training with District Staff Developers
- Deep planning and Cycle of Informative Inquiry PD with team and District support staff in the areas of math and language arts
- Ongoing Wonders Implementation training for teachers new to grades 3-6; ongoing training in Gateway to Reading intervention for teachers in grades K-2

\* Wonders, TK-2, training for teachers with the new adoption for 2018-2019 (near year end) and continuing in the 2019-2020 year

- Illuminate training
- Individual professional development for teachers provided through site and district level coaching/mentoring, including BTSA and Professional Growth System (PGS) support
- AVID conference in Summer, 2017 and 2019; ongoing coaching on site with District support staff

Many staff members participated in other activities sponsored by the school, district, or through special projects that were appropriate for their professional development. The major topics covered during the trainings included the following:

- Data Analysis using Acadience and Illuminate
- Monthly job-alike meetings for all Special Ed teachers
- Training for support and materials for English Learners, including newcomer EL students

Areas of focus (new or continuing) for professional development for the 2019-2020 school year were determined at the beginning of the 2019-2020 school year.

Ongoing training and support for computer-based programs is provided by RUSD instructional specialists, site administration, site instructional coaches, software company representatives, and district staff developers.

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

- Data Chats with administrators and teachers to determine grade level instructional focus based on data
- Gateway to Reading for multi-sensory instruction for at-risk primary students
- RTI training using DIBELS measures for intervention planning and progress monitoring
- Support for English Language Learners (ELA and English Language Development)
- Math coaching/modeling lessons with support from Instructional Specialists and Staff Development Specialists
- 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 site-based professional development through release days for the past two years. The number of days planned for in the current 19-20 school year is approximately 3 days for most classroom teachers; for grade level team leaders, the number of days is projected to be 6. This time is for collaboration and Cycle of Informative Inquiry. Grades 1 and 2 will participate in professional development with the assistance of consultant firm Innovate Ed.