

Rustic Lane 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)

Entity	Contact Information
School Name	Rustic Lane Elementary
Street	6420 Rustic Lane
City, State, Zip	Jurupa Valley, CA 92509-5780
Phone Number	951 222-7837
Principal	Kristi Batchelder
Email Address	kristi_batchelder@jusd.k12.ca.us
Website	www.jurupausd.org/schools/RusticLaneElementary
County-District-School (CDS) Code	33 67090 6032213

Entity	Contact Information
District Name	Jurupa Unified School District
Phone Number	951 360-4100
Superintendent	Mr. Elliott Duchon
Email Address	info@jusd.k12.ca.us
Website	www.jurupausd.org

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

Rustic Lane Elementary School, the home of the Leopards, guides students to explore the attributes of Respect, Ownership, Attitude, and Responsibility as they embark on their learning adventures. Our school is committed to providing learning opportunities that are engaging and will assist our students not only with academic success, but also in making responsible decisions when solving problems that may confront them in the challenging world they live in. We hold high standards of excellence for ourselves and our students and work hard to give every student what he/she needs to succeed. At Rustic Lane, we strive for students to experience a well-rounded program that helps them harness their uniqueness and strengths. Our teachers work diligently to create a learning environment that is responsive to the differences in our students' academic levels, interests, and learning styles. We provide a safe, positive, and supportive school experience so that all students feel valued and encouraged to achieve their personal best.

Teachers meet regularly to discuss effective teaching strategies, and analyze data from Common Core aligned assessments to inform their planning. Within that collaboration time, teachers organize curriculum and learning experiences to guide students in developing a deep understanding of the Common Core Standards. The goal is for students to be engaged in learning experiences that prepare them for their futures; developing skills along the way that guide them to be college and career ready. Opportunities for problem solving, critical thinking, analysis, collaboration/feedback, and technology are regular components of the high-level expectations that teachers build into the daily instructional practices.

Besides the regular instructional program, various other programs exist to challenge and support our students. Rustic Lane has a variety of extended learning opportunities (Saturday School/Family Nights, etc.), Think Together, 100 Mile Club, GATE, Primary Intervention/Early Literacy programs, and Guided Reading, to name a few.

It takes true partnership to make Rustic Lane a success, and with everyone working together, our students can and will achieve their dreams. Rustic Lane students will become collaborative, reflective, and thoughtful citizens contributing great things to society. Our world needs individuals that can think critically, communicate clearly, and participate responsibly. Within our community, we can guide and support students to achieve and dream big!

Mission/Vision Statement

We are committed to establishing a school culture which recognizes no limitations in the achievement and success of each student.

Students will develop skills to ensure College & Career Readiness; engage academically and socially in a safe, orderly, and inviting environment; and our families will be encouraged to be active participants in their students' education.

Collective Commitments (Values)

In order to achieve the vision of our school, the Rustic Lane Elementary staff has made the following collective commitments:

- Practice civility, collegiality, & professionalism in all levels of communication
- Utilize District Developed Units of Study to provide strategic standards-based instruction

- Implement and analyze the results of State, District, and Grade Level assessments to inform best practices and meet student needs
- Utilize identified instructional strategies, including AVID, SEL, healthy living initiatives, and technology supports to promote success for all students
- Provide parents and students with resources, strategies, and information to help students succeed

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	99
Grade 1	93
Grade 2	90
Grade 3	80
Grade 4	90
Grade 5	101
Grade 6	83
Total Enrollment	636

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.2
Asian	0.2
Filipino	0.6
Hispanic or Latino	92.5
Native Hawaiian or Pacific Islander	0.5
White	3.3
Two or More Races	0.5
Socioeconomically Disadvantaged	90.3
English Learners	38.2
Students with Disabilities	8.3
Foster Youth	0.3
Homeless	0.2

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	28	28	27	819
Without Full Credential	0	0	0	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	16

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 27, 2019

Jurupa Unified School District conducts an evaluation of instructional materials to adopt materials that best meet the needs of students. The district conducts adoptions on a districtwide basis. The review process includes a committee of a majority of classroom teachers in the appropriate discipline (Education Code Section 60210). In addition, all instructional materials are in compliance with social content standards. When making adoption decisions, the adoption committee uses the content standards, the curriculum frameworks, the State Board of Education-adopted evaluation criteria, and the reports on each adoption as resources. The final decision for selecting and recommending textbook adoptions is with the adoption committee. The most recently adopted textbooks were selected from the state-approved list.

All students, including English learners, have standards-aligned textbooks checked out to them, to use in class and to take home, in each of the core curriculum areas of reading/language arts, mathematics, science and history/social science; foreign language and health; visual and performing arts; and science laboratory equipment for grades nine through twelve as appropriate.

Elementary students receive core curriculum textbooks on the first day of enrollment. Middle school and high school students receive textbooks checked out to them at registration days a few days before the first day of school. All students enrolling after the first day of school have core curriculum textbooks checked out to them by the Library Clerk on their first day of enrollment.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders (TK), Wonders (K-6), McGraw Hill Education Publishers (2016)	Yes	0
Mathematics	My Math (TK-5), California Math (Gr. 6) McGraw Hill Education Publishers (2015)	Yes	0
Science	California Science (K-6), Houghton Mifflin Harcourt Publishers (2008)	Yes	0
History-Social Science	History-Social Science (K-6), Houghton Mifflin Harcourt Publishers (2006)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The safety, cleanliness, and adequacy of our school facilities are a high priority for the District. Overall, school grounds and facilities are in good repair. The Districts Deferred Maintenance Plan is assessed and updated every year. Work generated by the Deferred Maintenance Plan is generally completed during the summer months. Fire inspections are conducted on an annual basis and any issues are addressed immediately. The District also has an internal inspection team conducting annual safety inspections of all sites. All safety-related items are handled as a top priority.

Rustic Lane has approximately 32 classrooms, a library/innovation center that includes a makerspace, a band/orchestra room, and various mini offices to support storage needs and the various non-teaching support staff on campus. We have two full-time custodians (day and night) who are supportive of maintaining cleanliness and safety of our facilities and reporting necessary repairs. All staff work to ensure the campus is in good repair, reporting concerns/needs as they arise to custodial staff/administration. Students are also encouraged to take pride and ownership in the campus through ROAR expectations, lucky leopards, and various announcements/reminders.

Over the last several years, a variety of facility improvements to the campus have been made. Gates were installed to increase safety and restrict open access for the public, roofs and pathways have been refurbished as needed, lighting needs are maintained/added for safety, improvements to drains are ongoing, etc. Most recently, some fencing and a crosswalk were added to the front parking lot in order to better structure the flow of traffic and improve the overall safety of students and families arriving to and leaving the site. A new playground structure was added as well as a track for students. Our MPR also received a hydration station, and carpet/tile was replaced across the entire campus. The library space was also renovated to integrate a makerspace with the literature and technology materials already available. Blacktop areas of the campus including the playground were repaved for safety. Roof repairs were done, and painting of the campus is in progress.

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: 10/07/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Rm 37: Electric cords without protector
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Rm 14: Pesticide under sink
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	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)	36	36	36	38	50	50
Mathematics (grades 3-8 and 11)	25	31	24	25	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	346	341	98.55	1.45	36.07
Male	191	188	98.43	1.57	34.57
Female	155	153	98.71	1.29	37.91
Black or African American	--	--	--	--	--
American Indian or Alaska Native					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino	--	--	--	--	--
Hispanic or Latino	326	324	99.39	0.61	36.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	314	310	98.73	1.27	35.48
English Learners	193	193	100.00	0.00	30.05
Students with Disabilities	46	46	100.00	0.00	6.52
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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	346	341	98.55	1.45	31.09
Male	191	188	98.43	1.57	32.98
Female	155	153	98.71	1.29	28.76
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	326	324	99.39	0.61	32.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	314	310	98.73	1.27	30.97

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	193	193	100.00	0.00	30.05
Students with Disabilities	46	46	100.00	0.00	4.35
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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	12.9	13.9	4.0

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)

Great success at any school does not happen without a team effort. At Rustic Lane, parents are invited to become active participants in our school community through volunteering, joining our PTO/Booster Club, as well as attending and supporting school events. Throughout the year, announcements of upcoming meetings, parent-teacher conferences, assemblies, performances, workshops, etc. are provided to families to ensure the development of that important partnership. As a community, we share the responsibility for our children's success and we ask families to guide and support the educational program of Rustic Lane by ensuring that students:

- 1) Attend school daily and arrive on time, ready for the day's learning experience
- 2) Complete all homework assignments given by teachers
- 3) Read daily to develop a love for reading and to improve literacy skills
- 4) Practice basic math facts and look for examples of how math is a part of the world
- 5) Share school experiences with the family so that you are aware of his/her school life
- 6) Inform parent/guardian if he/she needs additional support in any area or subject
- 7) Know that you expect him/her to succeed in school and to give his/her very best

Parents have the opportunity to participate in various school organizations within Rustic Lane, such as School Site Council, English Learner Advisory Committee, Parent/Teacher Organization, and GATE Advisory Committee. Through their participation, parents are able to provide feedback in decision making for the school. Rustic Lane is in the process of growing our Parent/Teacher Organization. As demands on the classroom teachers increase, the parent participation in this organization becomes ever more important to the school. The PTO is responsible for many fundraising programs that support the site being able to send all 6th graders to science camp annually. In addition, the PTO raises funds for grade level needs and provides opportunities for families to come together at the site: Movie Nights, Dances, Muffins with Moms and Donuts with Dads, Jog-a-thons, etc. Additional events include Walk to School Wednesdays, and various Family Nights/extended Saturday School opportunities to support efforts in building Digital Citizenship, technology, and AVID efforts. Rustic Lane is always looking for ways to grow and invite our families into the campus. Parents are also able to communicate with staff members using the Class Dojo system along with various social media platforms to stay informed.

For more information on how to become involved, please contact Kristi Batchelder at (951) 222-7837.

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
Suspensions	2.2	1.4	2.7	3.4	3.6	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Rustic Lane Elementary School in accordance with Senate Bill 187 has safe school strategies that include information on the status of school crime and the following elements: safe school programs; child abuse reporting procedures; disaster response procedures; suspension and expulsion policies pursuant to Education Code 48900, 48915, and 49079; the District's Discipline Handbook, and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school as well as during school hours.

The site Safety Plan is updated every year by the School Safety Coordinator, the leadership team, and administration. It is then presented to and approved by our School Site Council. Rustic Lane practices monthly safety drills including fire/earthquake/lockdown; and a comprehensive disaster drill is held once a year districtwide. After each of these drills, staff feedback is solicited and the suggestions are taken back to the safety coordinator for consideration when revising the school safety plan and procedures. Teachers and students at Rustic Lane are well prepared with information and routines to support them should an actual emergency take place. Each teacher is provided a copy of the plan annually, and it is reviewed so all staff clearly understand their various roles during emergencies. In addition, an annual inventory of supplies is also conducted to replace/replenish essential materials to ensure safety. The Safety Coordinator and Administrative designee also attend workshops as available to keep our site up to date with current information and support.

In addition to this plan, Rustic Lane has established a Social Emotional Learning (SEL) program on campus. Among its many functions, this program works to promote a positive, safe, and productive school environment that ensures quality learning and enrichment for all students.

The school safety plan was most recently reviewed and updated in March 2019.

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	4		26	1	3		25		4	
1	24		4		23		4		23		4	
2	23		4		24		4		23		4	
3	26		4		21	2	2		20	2	2	
4	26		4		33			3	29		3	
5	23	1	4		25		4		32		1	2
6	28	1	3		33	1		4	26	1	3	1
Other**	12	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	.5
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	.1

*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	10297	2070	8227	95053
District	N/A	N/A	8825	\$89,656.00
Percent Difference - School Site and District	N/A	N/A	-7.0	5.2
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	23.8	15.6

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)

Additional funding through State and Federally funded School Improvement programs assist the school in providing additional educational opportunities and services for the students at Rustic Lane.

Title I, Title III, and Local Control Funding Formula (LCFF) funding allows for necessary materials/supplies, staff development, and training for teachers in: data analysis, AVID, technology/makerspace design/lessons/library resource materials, behavior support strategies related to PBIS, support for healthy living initiatives including the SPARK PE program and 100 mile club, further development of standards based instruction through the district Units of Study including Balanced Math initiative, NGSS, and English Learner strategies. Furthermore, identified students receive services for interventions both in primary and upper grade via the Early Literacy Program/Dibels and Language! Other services for identified students are available and include: Extended Learning Opportunities (ELO) programs (GATE, Kinder, Saturday School Extensions/Family Nights), Special education and least restrictive environment services & initiatives including instructional materials; etc.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,878	\$51,374
Mid-Range Teacher Salary	\$79,746	\$80,151
Highest Teacher Salary	\$106,973	\$100,143
Average Principal Salary (Elementary)	\$126,881	\$126,896
Average Principal Salary (Middle)	\$129,964	\$133,668
Average Principal Salary (High)	\$147,669	\$143,746
Superintendent Salary	\$253,634	\$245,810
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	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	3	3	3

Rustic Lane PD Offerings

In support of and in addition to district efforts, Rustic Lane offers various professional development opportunities to staff annually. Areas of PD are selected based on site/district data analysis, input from parent/teacher groups, and alignment to the LCAP. Teachers engage in weekly collaboration time with optional professional development support from staff in the areas of planning, technology, ELA/ELD, Guided Reading, AVID, NGSS, Balanced Math implementation, technology, SEL, etc. Professional development occurs weekly during Wednesday minimum days (beginning implementation of Impact Team structure) and occasionally as a part of monthly staff meetings. Teachers also have access to sign up for optional district professional development (Math, NGSS, Technology, Guided Reading, New Teacher, TK specific supports, Language Services (GLAD), etc. Additionally, the administrator attends workshops/training for all of the areas listed and has also completed Cognitive Coaching training and Leading Edge Certification to further support the roll out of the new initiatives.

JUSD PD Offerings

The Jurupa Unified School district is committed to providing high-quality, research based professional development to all of its teachers, responding to requirements set by CDE. Over the last several years, staff development continued to focus in the areas of California Common Core State Standards for ELA/ELD (RCOE, provider); Positive Behavior Interventions and Support (PBIS – JUSD Special Education Department, provider); Five Easy Steps to a Balanced Math Program (Leadership and Learning Center training, provider); ELA, NGSS Science, and Mathematics Units of Study (Leadership and Learning Center Rigorous Curriculum Design consultants and Jurupa writing committee teachers, California Science Project, providers); Language! intervention teacher training (Voyager Learning consultants, provider); Transitional Kindergarten teacher training (JUSD Education Services Professional Development Program, provider); state adopted ELD standards, My Math and Reading ELA/ELD new textbook training (McGraw-Hill consultants, providers); and GATE teacher training (Dr. Susan Daniels, The Summit Center, provider); an introduction to Chromebook student use through Google Apps for Educators (GAPE, JUSD Technology Department and Coaches, presenters); and Growth Mindset lesson design (JUSD Coaches, presenters). These trainings provided teachers with the skill and tools necessary for implementing high-quality instruction to a range of students in their TK-12 classrooms.

Specific to secondary grades, teachers and sites have access to district academic coaches for English and Math, who work both with Data Teams and individual teachers. Faculty have also attended some conferences that address their specific instructional needs, including physical education, student leadership, peer mentoring, AP coursework and college and career preparedness.