Rustic Lane Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2021-22 School Contact Information

School Name	Rustic Lane Elementary School
Street	6420 Rustic Lane
City, State, Zip	Jurupa Valley, CA 92509-5780
Phone Number	951-222-7837
Principal	Allison Hesler
Email Address	allison_hesler@jusd.k12.ca.us
School Website	https://jurupausd.org/schools/RusticLaneElementary/Pages/Default.aspx
County-District-School (CDS) Code	33 67090 6032213

2021-22 District Contact Information

District Name	Jurupa Unified School District
Phone Number	951-360-4100
Superintendent	Dr. Trenton Hansen
Email Address	JUSD.Superintendent@jusd.k12.ca.us
District Website Address	https://jurupausd.org/

2021-22 School Overview

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. Teachers engage in ongoing professional development using research based state of the art digital resources. Access to these resources/Professional Development opportunities, especially while persevering in distance learning, ensures that teachers are equipped to guide students toward success and to continue building cognitive skills through rigorous instruction. 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. Rustic Lane is an AVID elementary school, providing students with opportunities for problem solving, critical thinking, analysis, collaboration/feedback, and technology as regular components of the high-level expectations that teachers build into the daily instructional practices. Student learning is enhanced to meet the demands of the modern world. Students in TK-6 are also issued chromebook devices to broaden/deepen their opportunities for learning and develop their technological skills.
Rustic Lane relies on state and local assessment data for ELA, math, science, and English Language Learners. We also rely on data from the California Healthy Kids Survey and LCAP surveys for perception data from students, staff, and families to measure school quality addressing academics, safety, and engagement. This data is monitored on a yearly basis.

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, afterschool tutoring, SEL enrichment etc.), Think Together, 100 Mile Club, GATE, Primary Intervention/Early Literacy programs, and Guided Reading, to name a few.

2021-22 School Overview

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	70
Grade 2	61
Grade 3	82
Grade 4	89
Grade 5	81
Grade 6	86
Total Enrollment	536

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	0.4
Black or African American	1.1
Filipino	0.4
Hispanic or Latino	94.8
Two or More Races	0.2
White	2.4
English Learners	31.3
Foster Youth	0.2
Homeless	0.6
Socioeconomically Disadvantaged	91
Students with Disabilities	9.9

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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. 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.

Year and month in which the data were collected	September 13, 2021

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 (Grades K-6), McGraw Hill Education Publishers (2017), NWEA (Grades TK-6) (2021), Wonders ELD & Maravillas ELD (Grades K-6), McGraw Hill Education Publishers (2017)	Yes	0
Mathematics	My Math (Grades TK-5), McGraw Hill Education Publishers (2013), California Math Course 1(Grade 6), McGraw Hill Education Publishers (2015)	Yes	0
Science	California Science (Grades K-6) Houghton Mifflin Harcourt Publishers (2008)	Yes	0
History-Social Science	History-Social Science (Grades K-6), Houghton Mifflin Harcourt Publishers (2007)	Yes	0

School Facility Conditions and Planned Improvements

Our custodial staff, consisting of 1 daytime custodian and 1 evening custodian, perform basic cleaning operations in every classroom on a regular basis. The safety, cleanliness, and adequacy of our school facilities are a high priority to the District. Overall, school grounds and facilities are in good repair maintenance does an excellent job at maintaining the facilities. The District's 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 top priority.

Safety is maintained through the coordination and efforts of several different agencies, including the local fire department, Keenan and Associates (Administrator of Workers' Compensation), Industrial Indemnity (Liability Insurance Carrier), the district safety committee, and our own school custodians.

Rustic Elementary School has 8 Activity Supervisors to support student safety. Rustic 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 Section 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. This plan will be updated every year and approved by our School Site Council by March.

Year and month of the most recent FIT report	10/26/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground Damaged rubber surface. Rubber surface has gaps at perimeter

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	343	NT	NT	NT	NT
Female	157	NT	NT	NT	NT
Male	186	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	319	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	16	NT	NT	NT	NT
English Learners	89	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	311	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	343	NT	NT	NT	NT
Female	157	NT	NT	NT	NT
Male	186	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	319	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	16	NT	NT	NT	NT
English Learners	89	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	311	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Student Groups	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Total Enrollment	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Number Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Percent Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Percent Not Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Percent At or Above Grade Level

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	343	303	88.34	11.66	24.75
Female	157	139	88.54	11.46	24.46
Male	186	164	88.17	11.83	25
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	3	3	100	0	33.33
Filipino	2	2	100	0	0
Hispanic or Latino	319	281	88.09	11.91	24.2
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	100	0
White	16	15	93.75	6.25	40
English Learners	89	73	82.02	17.98	5.48
Foster Youth	1	1	100	0	0
Homeless	1	1	100	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	311	273	87.78	12.22	23.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	37	88.1	11.9	5.41

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Student Groups	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Total Enrollment	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Number Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Percent Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Percent Not Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Percent At or Above Grade Level
All Students	343	293	85.42	14.58	12.29
Female	157	134	85.35	14.65	11.94
Male	186	159	85.48	14.52	12.58
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	3	3	100	0	0
Filipino	2	2	100	0	50
Hispanic or Latino	319	270	84.64	15.36	11.85

Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	1	1	100	0	0
White	16	15	93.75	6.25	20
English Learners	89	67	75.28	24.72	1.49
Foster Youth	1	1	100	0	0
Homeless	1	1	100	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	311	266	85.53	14.47	11.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	34	80.95	19.05	5.88

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	84	NT	NT	NT	NT
Female	36	NT	NT	NT	NT
Male	48	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	81	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	21	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 by joining one of our various school organizations: (Parent Teacher Organization (PTO)(currently on hold due to current health guidelines), School Site Council (SSC), English Learner Advisory Committee (ELAC), GATE Advisory Committee (GAC), etc. Through these opportunities, parents are engaged in the review and discussion of current school programs, encouraged to voice concerns, make recommendations, and join in the celebration of successes. Parents are kept informed regarding Rustic Lane's Title I programs, Common Core Instructional Programs/Strategies, GATE programs, EL programs, AVID, Digital Gateway/Common Sense Digital Citizenship efforts, Virtual Learning opportunities, SEL, parent meetings/conferences and more. It is Rustic Lane's desire to provide our English-speaking and Spanish-speaking parents essential information to support their students with achieving success while at Rustic Lane. Parents who are interested can also take advantage of various district office offerings/classes as well through the PICO department of JUSD.

Regular, two-way communication between the school and home is provided in both English and Spanish. Rustic Lane establishes regular communication with families using a variety of methods: Q communications, Peach Jar, Class Dojo, our school website, and various social media platforms: Facebook, Twitter, and Instagram. Parents are also able to communicate with staff members via phone, email or virtual conferencing upon request. Communications from the site include tools for working with their child's teacher, ways to help their child with schoolwork, and collaborating with the school for the benefit of their children. Rustic Lane values the partnership of parents and their support and input for the educational program.

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

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	562	552	125	22.6
Female	275	267	63	23.6
Male	287	285	62	21.8
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	0	0.0
Black or African American	9	9	6	66.7
Filipino	2	2	0	0.0
Hispanic or Latino	525	517	113	21.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	18	17	3	17.6
English Learners	178	176	33	18.8
Foster Youth	3	3	2	66.7
Homeless	6	5	2	40.0
Socioeconomically Disadvantaged	511	503	120	23.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	57	54	14	25.9

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.73	0.00	3.58	0.02	3.47	0.20
Expulsions	0.00	0.00	0.34	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.39	2.39	2.45
Expulsions	0.00	0.21	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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. Most recently Rustic Lane has addressed COVID-19 safety protocols following the JUSD policies and practices and continues to reflect on these protocols to keep our students and staff safe.

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 September 2021.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	23		4	
2	23		4	
3	20	2	2	
4	29		3	
5	32		1	2
6	26	1	3	1

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2	3	
1	23		3	
2	21	2	2	
3	23		4	
4	20	1	3	
5	23	1	3	
6	26	1	1	1

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2	2	
1	23		3	
2	20	2	1	
3	21	2	2	
4	30		3	
5	27		3	
6	29		3	
Other	43			2

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0.1
Speech/Language/Hearing Specialist	0.7
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12507.64	3436.43	9071.21	96325.52
District	N/A	N/A	9044.52	$92,546
Percent Difference - School Site and District	N/A	N/A	0.3	4.0
State			$8,444	$86,376
Percent Difference - School Site and State	N/A	N/A	7.2	10.9

2020-21 Types of Services Funded

Funds were spent for general education, inclusion, and state and federally funded special projects. In addition to state and local revenues received for general education, Rustic Lane Elementary received state and federal money for programs including CARES, Title I, Title III, and LCFF.

Funding is targeted and allotted for engaging in the following areas: data analysis, developing AVID programs, providing technology resources, supporting library/makerspace design and materials, exploring and providing behavior support strategies related to BSEL/PBIS, support for healthy living initiatives, etc. Funding also supports further development of standards based instruction through the district Units of Study, the Balanced Math initiative, NGSS planning, and support for English Learner strategies. Furthermore, identified at risk students in all grades are able to receive intervention services from site Intervention teachers as needed. Other services for specific student groups are available and include: (GATE, Saturday School, ELO, etc). Rustic Lane has transitioned to full inclusion and funding also allows for further Special Education supports to educate staff and support students in the least restrictive environment, instructional materials; co-teaching planning, etc.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$56,330	$52,562
Mid-Range Teacher Salary	$83,375	$83,575
Highest Teacher Salary	$111,840	$104,166
Average Principal Salary (Elementary)	$130,667	$131,875
Average Principal Salary (Middle)	$136,991	$137,852
Average Principal Salary (High)	$153,133	$150,626
Superintendent Salary	$280,069	$260,243
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

The Jurupa Unified School district is committed to providing high-quality, research-based professional development to all its teachers. Professional development continues to focus on ELA and math Units of Study (Leadership and Learning Center Rigorous Curriculum Design consultants and Jurupa writing committee teachers, providers). There was also a focus to expand Impact Team training and scale up to other grade levels to increase teacher and student efficacy. We continue to provide professional development on balanced literacy emphasizing guided reading structures and strategies. Teachers were given the opportunity to participate in ALEKS, ASIST, and AVID training that focus on student math skills and student well-being. Professional development through Alludo provides staff ability to self-select modules to meet their professional goals.

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. Teachers and staff helped to identify safety and health concerns, technology/equipment needs, tools to support student engagement and digital learning and assessment, support for the social-emotional wellbeing of students, the need for ongoing teacher collaboration, and professional development to support distance learning.

During the 2021-2022, there are a total of forty full days and forty-five half days that focus on teacher collaboration, Socio-emotional strategies, English learners strategies, and student assessments. Second grade and third grade will continue receiving training through Impact Teams which focuses on student-directed learning with rubrics. Formative assessments will be implemented throughout the school year that will drive instruction and collaboration at these grade levels. The site technology coordinator provides technology support for teachers.

The 2021-22 planned professional development days include 45 partial days and 40 full days.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	37	37	85

Jurupa Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Jurupa Unified School District
Phone Number	951-360-4100
Superintendent	Dr. Trenton Hansen
Email Address	JUSD.Superintendent@jusd.k12.ca.us
District Website Address	https://jurupausd.org/

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10092	63	0.62	99.38	9.68
Female	4954	21	0.42	99.58	9.52
Male	5138	42	0.82	99.18	9.76
American Indian or Alaska Native	12	0	--	100.00	--
Asian	144	0	0.00	100.00	--
Black or African American	200	5	2.50	97.50	--
Filipino	52	0	0.00	100.00	--
Hispanic or Latino	8723	53	0.61	99.39	9.62
Native Hawaiian or Pacific Islander	24	0	0.00	100.00	--
Two or More Races	202	0	0.00	100.00	--
White	735	5	0.68	99.32	--
English Learners	2663	25	0.94	99.06	8.00
Foster Youth	62	1	1.61	98.39	--
Homeless	126	0	0.00	100.00	--
Military	36	0	0.00	100.00	--
Socioeconomically Disadvantaged	7838	46	0.59	99.41	8.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1348	58	4.30	95.70	5.17

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10093	60	0.59	99.41	1.67
Female	4955	21	0.42	99.58	0.00
Male	5138	39	0.76	99.24	2.56
American Indian or Alaska Native	12	0	--	100.00	--
Asian	144	0	0.00	100.00	--
Black or African American	200	5	2.50	97.50	--
Filipino	52	0	0.00	100.00	--
Hispanic or Latino	8724	51	0.58	99.42	1.96
Native Hawaiian or Pacific Islander	24	0	0.00	100.00	--
Two or More Races	202	0	0.00	100.00	--
White	735	4	0.54		--
English Learners	2663	24	0.90	99.10	0.00
Foster Youth	62	1	1.61	98.39	--
Homeless	126	0	0.00	100.00	--
Military	36	0	0.00	100.00	--
Socioeconomically Disadvantaged	7838	44	0.56	99.44	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1348	56	4.15	95.85	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	10119	8707	86.05	13.95	31.91
Female	4966	4315	86.89	13.11	33.42
Male	5151	4391	85.25	14.75	30.4
American Indian or Alaska Native	12	11	91.67	8.33	45.45
Asian	147	137	93.2	6.8	52.55
Black or African American	204	164	80.39	19.61	31.71
Filipino	52	51	98.08	1.92	62.75
Hispanic or Latino	8744	7509	85.88	14.12	29.82

Native Hawaiian or Pacific Islander	23	22	95.65	4.35	59.09
Two or More Races	81	71	87.65	12.35	54.93
White	744	641	86.16	13.84	45.71
English Learners	2793	2285	81.81	18.19	6.65
Foster Youth		46	76.67	23.33	28.26
Homeless	71	54	76.06	23.94	22.22
Military	27	25	92.59	7.41	40
Socioeconomically Disadvantaged	7877	6763	85.86	14.14	28.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1392	1095	78.66	21.34	10.14

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	10112	8802	87.05	12.95	22.39
Female	4963	4351	87.67	12.33	23.81
Male	5147	4450	86.46	13.54	21.01
American Indian or Alaska Native	12	11	91.67	8.33	18.18
Asian	147	139	94.56	5.44	40.29
Black or African American	202	169	83.66	16.34	18.93
Filipino	52	51	98.08	1.92	49.02
Hispanic or Latino	8739	7587	86.82	13.18	21.41
Native Hawaiian or Pacific Islander	23	21	91.3	8.7	23.81
Two or More Races	81	73	90.12	9.88	27.4
White	744	652	87.63	12.37	29.14
English Learners	2791	2310	82.77	17.23	6.8
Foster Youth		46	77.97	22.03	10.87
Homeless	71	53	74.65	25.35	7.55
Military	27	26	96.3	3.7	26.92
Socioeconomically Disadvantaged	7870	6833	86.82	13.18	20.2
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1392	1101	79.09	20.91	5.36

*At or above the grade-level standard in the context of the local assessment administered.