

# Pedley 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/](http://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/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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

<b>School Name</b>	Pedley Elementary School
<b>Street</b>	5871 Hudson Street
<b>City, State, Zip</b>	Jurupa Valley, CA 92509-5012
<b>Phone Number</b>	951 360-2793
<b>Principal</b>	Corrine Ortiz
<b>Email Address</b>	corrine_ortiz@jUSD.k12.ca.us
<b>School Website</b>	<a href="https://jurupausd.org/schools/PedleyElementary/Pages/Default.aspx">https://jurupausd.org/schools/PedleyElementary/Pages/Default.aspx</a>
<b>County-District-School (CDS) Code</b>	33 67090 6032205

## 2021-22 District Contact Information

<b>District Name</b>	Jurupa Unified School District
<b>Phone Number</b>	951-360-4100
<b>Superintendent</b>	Dr. Trenton Hansen
<b>Email Address</b>	JUSD.Superintendent@jUSD.k12.ca.us
<b>District Website Address</b>	<a href="https://jurupausd.org/">https://jurupausd.org/</a>

## 2021-22 School Overview

Welcome to Pedley Elementary School. Pedley staff works as a community to provide the most optimal education possible for our students.

### Pedley Mission

Pedley Elementary school provides a caring, supportive, and respectful educational environment where learning is active, cooperative, personalized and relevant to the continuing challenges of a diverse community.

### Pedley Vision

Pedley is a community that puts academic success and student safety in the highest regard, where teachers and staff members work together to meet the unique needs of individual students, where we show respect to one another, where learning is fun, yet challenging, where student creativity and talents are fostered, where a strong academic program including social emotional learning and physical well being help promote strong minds and healthy bodies, where integrated technology enhances learning, where cultural diversity is embraced, where students are encouraged to take ownership for their learning through reflection and goal setting, where students prepare daily for college and career readiness, where high expectations are the norm, and where students feel valued, cared for, and appreciated.

Our goal is to have all students reach their maximum potential. We use and reuse a variety of formal and informal assessments to monitor student progress over time, keeping growth mindset (the idea that we learn from our mistakes and there are always opportunities for improvement) at the forefront. These include teacher anecdotal notes, running records for reading, observational data, NWEA benchmark assessments in reading and math three times a year, and standards based assessments through our Units of Study curriculum. Teacher teams analyze assessment data during weekly grade level team meetings. Data is used for standards-based instructional planning, teacher and student reflection and goal setting.

Pedley offers a variety of instructional programs to support all students. These include AVID (Advanced Via Determination), ELO (Extended Learning Opportunities), Dual Immersion (bilingual in Spanish), GATE (Gifted and Talented Education), Band for grades 4 - 6, and various special education programs such as RSP (Resource Specialist Program) and FS (Functional Skills program).

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	119
Grade 1	120
Grade 2	99
Grade 3	110
Grade 4	95
Grade 5	80
Grade 6	58
Total Enrollment	681

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	0.1
Black or African American	1.2
Hispanic or Latino	92.4
Two or More Races	0.7
White	3.8
English Learners	39.2
Foster Youth	0.7
Socioeconomically Disadvantaged	80.3
Students with Disabilities	11

## 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>

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	35.4	95.9	801.3	92.2	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	3.8	0.4	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	4.1	0.5	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.2	0.7	21.3	2.5	12115.8	4.4
<b>Unknown</b>	1.2	3.4	38.8	4.5	18854.3	6.9
<b>Total Teaching Positions</b>	36.9	100.0	869.5	100.0	274759.1	100.0

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.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.2
<b>Total Out-of-Field Teachers</b>	0.2

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 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. 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.

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
<b>Reading/Language Arts</b>	World of Wonders (TK) & World of Wonders with Spanish Resources (TK Dual Immersion), Wonders (Grades K-6) & Maravillas (Dual Immersion 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
<b>Mathematics</b>	My Math (Grades TK-5), McGraw Hill Education Publishers (2013), California Math Course 1(Grade 6), McGraw Hill Education Publishers (2015)	Yes	0
<b>Science</b>	California Science (Grades K-6) Houghton Mifflin Harcourt Publishers (2008)	Yes	0
<b>History-Social Science</b>	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, 1 mid-day 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.

Pedley Elementary School has 6 Activity Supervisors to support student safety. Pedley 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Classroom B8 Electrical without protector
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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
<b>All Students</b>	343	24	7	93	4.17
<b>Female</b>	175	9	5.14	94.86	--
<b>Male</b>	168	15	8.93	91.07	0
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	321	20	6.23	93.77	5
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	13	3	23.08	76.92	--
<b>English Learners</b>	126	10	7.94	92.06	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	283	17	6.01	93.99	5.88
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	47	24	51.06	48.94	4.17

## 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	343	24	7.00	93.00	0.00
Female	175	9	5.14	94.86	--
Male	168	15	8.93	91.07	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	321	20	6.23	93.77	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	3	23.08	76.92	--
English Learners	126	10	7.94	92.06	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	283	17	6.01	93.99	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	24	51.06	48.94	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.

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

<b>All Students</b>	343	203	59.18	40.82	25.12
<b>Female</b>	175	103	58.86	41.14	26.21
<b>Male</b>	168	100	59.52	40.48	24
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	3	2	66.67	33.33	50
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	322	192	59.63	40.37	23.96
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	2	1	50	50	0
<b>White</b>	12	5	41.67	58.33	40
<b>English Learners</b>	130	71	54.62	45.38	4.23
<b>Foster Youth</b>	2	2	100	0	50
<b>Homeless</b>	1	0	0	100	0
<b>Military</b>	2	2	100	0	50
<b>Socioeconomically Disadvantaged</b>	284	165	58.1	41.9	26.06
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	49	14	28.57	71.43	7.14

\*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.

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
<b>All Students</b>	343	158	46.06	53.94	7.59
<b>Female</b>	175	89	50.86	49.14	6.74
<b>Male</b>	168	69	41.07	58.93	8.7
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	3	1	33.33	66.67	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	322	151	46.89	53.11	7.95

<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	2	0	0	100	0
<b>White</b>	12	3	25	75	0
<b>English Learners</b>	130	57	43.85	56.15	0
<b>Foster Youth</b>	2	1	50	50	0
<b>Homeless</b>	1	0	0	100	0
<b>Military</b>	2	2	100	0	0
<b>Socioeconomically Disadvantaged</b>	284	135	47.54	52.46	8.15
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	49	11	22.45	77.55	0

\*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.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (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	73	NT	NT	NT	NT
Female	36	NT	NT	NT	NT
Male	37	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	0	0	0	0	0
Hispanic or Latino	68	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	18	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	65	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

At Pedley Elementary School, we offer many opportunities for parents to get involved. Parents are partners and an essential part of the school community. Parent programs include SSC - School Site Council (committee of voting members comprised of teachers and parents who work with the administrative team to plan for school needs based on the Local Control Accountability Plan and school budget), ELAC -English Learner Advisory Council (a group of parents who advocate for English Learners and advise SSC), and PTO- Parent Teacher Organization (a committee who helps plan and support school events and programs through fundraising).

In addition to the committees above that meet throughout the year, there are additional parent meetings for specific student populations. For example, parents of GATE (Gifted and Talented Education) students are also invited to two parent meetings a year to learn about the program and how to work with your children at home. Dual Immersion families are encouraged to attend the district provided Dual Immersion meetings. Each fall, parents are also invited to attend the Annual Title One parent meeting to learn about the Title 1 budget, the Parent Involvement Policy, and the School Partnership Agreement.

Parent teacher conferences, held at the end of the first trimester, are an additional way for parents to get involved in their child's education. Depending on student academic and behavioral needs, parents may also be invited to attend a Student Study Team meeting or a 504 meeting to discuss available intervention options. Parents of special education students are invited to attend an IEP - Individual Education Plan meeting annually.

Parents are encouraged to get involved as much as possible. Your voice counts! If you are interested in joining a parent committee, please reach out to us at (951) 360 - 2793.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	718	703	128	18.2
Female	346	340	59	17.4
Male	372	363	69	19.0
American Indian or Alaska Native	2	2	0	0.0
Asian	1	1	0	0.0
Black or African American	8	8	2	25.0
Filipino	0	0	0	0.0
Hispanic or Latino	667	652	121	18.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	1	20.0
White	26	26	2	7.7
English Learners	293	292	59	20.2
Foster Youth	5	5	0	0.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	584	573	114	19.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	88	85	20	23.5

### 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	1.31	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	0.00	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

Pedley 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. Staff and parent feedback is highly regarded and their input is reflected in the Safety Plan. The final plan is then presented to and approved by our School Site Council. Each year, teachers are provided with a copy of the revised plan and a staff meeting is held to review the updates, protocols and changes. This plan includes an updated Evacuation Map. Staff members each have specific roles and responsibilities in the event of an emergency, and these details are reviewed during the staff meeting as well. Our Safety Coordinator takes an inventory of safety supplies in classrooms so that new materials can be purchased/replaced/replenished if necessary. Most recently, each classroom was provided a pop up privacy tent to add to their supplies. Necessary funding is used to support our Safety Plan as needed.

As an additional measure to assure student safety on campus, Pedley elementary reviews policies for behavior on campus. We use our Pedley adapted PBIS program, with an emphasis on Social Emotional Learning to promote a positive, safe, and productive school environment that ensures quality learning and enrichment for all students. A new social skill is reviewed/taught each month and students discuss how this social skill can be practiced in different areas of the school (e.g., lunch area, playground, classroom, library, etc.). Incentives and consequences are also utilized to support positive behavior.

The school safety plan was most recently reviewed in October and finalized in November 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	21	3	4	
1	22		5	
2	17	4	2	
3	26		3	
4	30		1	
5	28		1	1
6	21	2		2
Other	19	2	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	13	7	4	
1	14	5	2	
2	15	7		
3	14	7		
4	22	2	2	
5	18	2	1	
6	18	1	3	

## 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	11	9	2	
1	20	1	5	
2	14	7		
3	18	4	2	
4	16	4	2	
5	20	1	3	
6	19	1	2	
Other	33		1	1

## 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	0.8
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1
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	12236.05	3776.89	8459.16	83963.27
District	N/A	N/A	9044.52	\$92,546
Percent Difference - School Site and District	N/A	N/A	-6.7	-9.7
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	0.2	-2.8

## 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, Pedley Elementary received state and federal money for programs including Title I, Title III, and LCFF.

Support is provided for English Learners (ELs), Special Education (SPED) including Resource Specialist Program (RSP) and the Functional Skills program, Gifted and Talented Education (GATE), Advancement Via Individual Determination (AVID), Dual Language Immersion (DLI), Guided Language Acquisition Design (GLAD), Literacy Support (LSTs), Math Support, the Student Study Team (SST), and Extended Opportunities program (ELO).

Personnel assigned to offer support include:

Student Study Team members - teacher facilitator and other teachers who provide input (strategies and interventions) to support students who are referred for behavior or academic support.

Literacy Support Teachers - two full time teachers provide small group in class support for students reading below grade level. Guided reading structures are utilized.

Math Intervention Support - one full time teacher will provide small group in class support for students struggling in the area of math.

A band teacher comes once a week to offer instruction to students in grades 4 - 6 who decide to participate.

Special Education Team: 3 full time functional skills teachers (TK-1, 2- 3, and 4 - 6 grade), a full time resources specialist teacher, a full time school psychologist, and a full time speech pathologist provide support for students who qualify for services or who are being assessed for special education.

Dual Immersion Teachers: teachers in grades K - 5 provide instruction in English and Spanish according to the 90-10 Dual Immersion model.

Extended Opportunities: Teachers offer extra support in the areas of reading, math, STEAM, science, and social emotional learning after school for students who need extra support.

## 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
<b>Beginning Teacher Salary</b>	\$56,330	\$52,562
<b>Mid-Range Teacher Salary</b>	\$83,375	\$83,575
<b>Highest Teacher Salary</b>	\$111,840	\$104,166
<b>Average Principal Salary (Elementary)</b>	\$130,667	\$131,875
<b>Average Principal Salary (Middle)</b>	\$136,991	\$137,852
<b>Average Principal Salary (High)</b>	\$153,133	\$150,626
<b>Superintendent Salary</b>	\$280,069	\$260,243
<b>Percent of Budget for Teacher Salaries</b>	37%	34%
<b>Percent of Budget for Administrative Salaries</b>	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. Most recently, teachers have been provided with self-guided webinar professional development opportunities from our Education Services department to review updates and revisions for the Units of Study in ELA, Math, and NGSS. There was also a focus to expand Impact Team training to increase teacher and student efficacy and clarity, and to enhance student ownership for their learning. Third and fourth grade teacher teams will continue receiving Impact Team training and support, focusing on student-centered learning based on the formative assessment process, student and teacher clarity using success criteria based on grade level standards. The remaining grade level teams, with the help of the administrative team, will develop a deeper understanding of the formative assessment process, highlighting teacher and student clarity. Teacher collaboration time will provide teacher teams opportunities to practice and develop these skills using current units of study.

Professional development is offered at the district level in the areas of guided reading, NWEA data analysis, and Social Emotional Learning. Teachers who take on specific adjunct duties on site are provided additional professional development opportunities in the areas of Science, math, technology, AVID, GLAD, etc. JUSD also offers Professional development through an online platform, Alludo, providing all staff members the ability to self-select specific content and/or applications to meet their professional goals. Courses are continuously updated to keep up with staff needs and requests.

All professional development workshops provide teachers with the skill and tools necessary for implementing high-quality instruction to a range of students in their TK-6th grade classrooms. At Pedley, optional professional development is also offered by teachers who are receiving specialized training such as our technology coordinator, safety coordinator, balanced math facilitators, literacy support team, RSP teacher, AVID lead teacher and from the administrative team. These teachers provide ongoing support to staff and in some cases demo lessons in classrooms as well. The administrative team also offered optional workshops in the areas of guided reading, literature circles, RAZ plus, and additional topics as they present a need to improve student achievement. Due to sub shortages this school year, these optional trainings are provided on Wednesday afternoons after teacher collaboration time during individual teacher planning time.

The 2021-22 planned professional development days include 72 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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3		112

# 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

<b>District Name</b>	Jurupa Unified School District
<b>Phone Number</b>	951-360-4100
<b>Superintendent</b>	Dr. Trenton Hansen
<b>Email Address</b>	JUSD.Superintendent@jUSD.k12.ca.us
<b>District Website Address</b>	<a href="https://jurupausd.org/">https://jurupausd.org/</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
<b>All Students</b>	10092	63	0.62	99.38	9.68
<b>Female</b>	4954	21	0.42	99.58	9.52
<b>Male</b>	5138	42	0.82	99.18	9.76
<b>American Indian or Alaska Native</b>	12	0	--	100.00	--
<b>Asian</b>	144	0	0.00	100.00	--
<b>Black or African American</b>	200	5	2.50	97.50	--
<b>Filipino</b>	52	0	0.00	100.00	--
<b>Hispanic or Latino</b>	8723	53	0.61	99.39	9.62
<b>Native Hawaiian or Pacific Islander</b>	24	0	0.00	100.00	--
<b>Two or More Races</b>	202	0	0.00	100.00	--
<b>White</b>	735	5	0.68	99.32	--
<b>English Learners</b>	2663	25	0.94	99.06	8.00
<b>Foster Youth</b>	62	1	1.61	98.39	--
<b>Homeless</b>	126	0	0.00	100.00	--
<b>Military</b>	36	0	0.00	100.00	--
<b>Socioeconomically Disadvantaged</b>	7838	46	0.59	99.41	8.89
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	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



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

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

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