




# Pacific Avenue Academy of Music

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

<p><b>SARC Overview</b></p> 	<p>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.</p> <p>For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <a href="http://www.cde.ca.gov/ta/ac/sa/">www.cde.ca.gov/ta/ac/sa/</a></p> <p>For more information about the LCFF or the LCAP, see the CDE LCFF web page at <a href="http://www.cde.ca.gov/fq/aa/lc/">www.cde.ca.gov/fq/aa/lc/</a></p> <p>For additional information about the school, parents/guardians and community members should contact the school principal or the district office.</p>
<p><b>DataQuest</b></p> 	<p>DataQuest is an online data tool located on the CDE DataQuest web page at <a href="http://dq.cde.ca.gov/dataquest/">dq.cde.ca.gov/dataquest/</a> 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).</p>
<p><b>California School Dashboard</b></p> 	<p>The California School Dashboard (Dashboard) <a href="http://www.caschooldashboard.org/">www.caschooldashboard.org/</a> 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.</p>
<p><b>Internet Access</b></p>	<p>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.</p>



**School Name** Pacific Avenue Academy of Music

**Street** 6110 45th Street

**City, State, Zip** Jurupa Valley, CA 92509-7201

**Phone Number** 951-222-7877

**Principal** Hilliary Salley

**Email Address** hilliary\_salley@jUSD.k12.ca.us

**School Website** <https://jurupausd.org/schools/PacificAvenueAcademyofMusic/Pages/Default.aspx>

**County-District-School (CDS) Code** 33 67090 6032197

## 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

At Pacific Avenue Academy of Music, music is skillfully blended into the curriculum building stronger neural pathways for better learning. All students, from our SDC 3-year olds to our sixth graders, are engaged in quality music learning. Every month students are introduced to a new genre of music. Students also learn music theory, piano keyboarding, vocal music, and instrumental music taught by three outstanding music teachers. As performers, students continue to develop better autonomy and presence. Music is integrated throughout the curriculum. All students profit from standards-based instruction and scientifically-based teaching strategies, promoting fuller, deeper student knowledge bases and higher student achievement. Rigorous academic standards are aligned with materials, professional development, and assessments to ensure student success. Students receive instruction designed to develop critical thinking, literacy, and civil behavior that are essential to a democratic society. Students, staff, and parents continue to ardently charge ahead, tackling each Common Core State Standard, goal, objective, and lesson with enthusiasm, grit, and precision. Pacific Avenue's highly qualified staff collaborates with parents examining program effectiveness, school safety, and learning opportunities to provide a supportive, exemplary learning environment for all students. An active three-way partnership among teachers, parents, and students is the cornerstone of Pacific Avenue's determination that all students achieve. During distance learning, daily virtual instruction is provided by appropriately certificated teachers who have been trained for effective distance learning teaching. Live instruction will feature appropriate opportunities for students to demonstrate learning, teacher feedback, formative assessments, student collaboration, and focused instruction. The Pacific Avenue community participates in a Positive Behavioral Interventions and Supports (PBIS) program. Students receive daily instruction regarding social strategies and behavior expectations promoting positive behavior more conducive to learning. Think Together, an after-school program, supports students with homework, enriches learning with creative extension activities, implements the PBIS program, and encourages physical fitness with organized sports activities.

### Mission Statement

The mission of Pacific Avenue is to develop in each student a strong academic foundation so that each student is college and career ready. This is accomplished through the JUSD shared goals: Performance Goal 1 All students will be college and career ready. Performance Goal 2 All students will have a safe, orderly, and inviting learning environment. Performance Goal 3 All students will benefit from the site/district engaging and sustaining the trust and involvement of parents and community in the educational process.

## About this School

### 2020-21 Student Enrollment by Grade Level

#### Grade Level Number of Students

Kindergarten	43
Grade 1	47
Grade 2	55
Grade 3	49
Grade 4	30
Grade 5	43
Grade 6	46
<b>Total Enrollment</b>	<b>313</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1
Asian	0.6
Black or African American	3.8
Hispanic or Latino	79.6
Native Hawaiian or Pacific Islander	0.6
Two or More Races	2.2
White	10.2
English Learners	23.3
Foster Youth	0.3
Homeless	1.9
Socioeconomically Disadvantaged	83.7
Students with Disabilities	15.7

## A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

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### 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	
<b>Total Teaching Positions</b>	

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
<b>Total Teachers Without Credentials and Misassignments</b>

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

Credentialed Teachers Authorized on a Permit or Waiver

Local Assignment Options

Total Out-of-Field Teachers

2019-20 Class Assignments

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. 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
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),	Yes	0

	McGraw Hill Education Publishers (2017)		
<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 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.

Pacific Avenue Elementary School has 6 Activity Supervisors to support student safety. Pacific Avenue 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.

<b>Year and month of the most recent FIT report</b>	10/12/2021
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<b>System Inspected</b>	<b>Rate Good</b>	<b>Rate Fair</b>	<b>Rate Poor</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Rm 15 Air vents dirty
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			

<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			Upper Playground Repair or replace rubber matting

<b>Overall Facility Rate</b>
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**

**School**

**District**

**District**

**State**

**State**

**2019-20**

**2020-21**

**2019-20**

**2020-21**

**2019-20**

**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**



**2020-21 CAASPP Test Results in Math by Student Group**

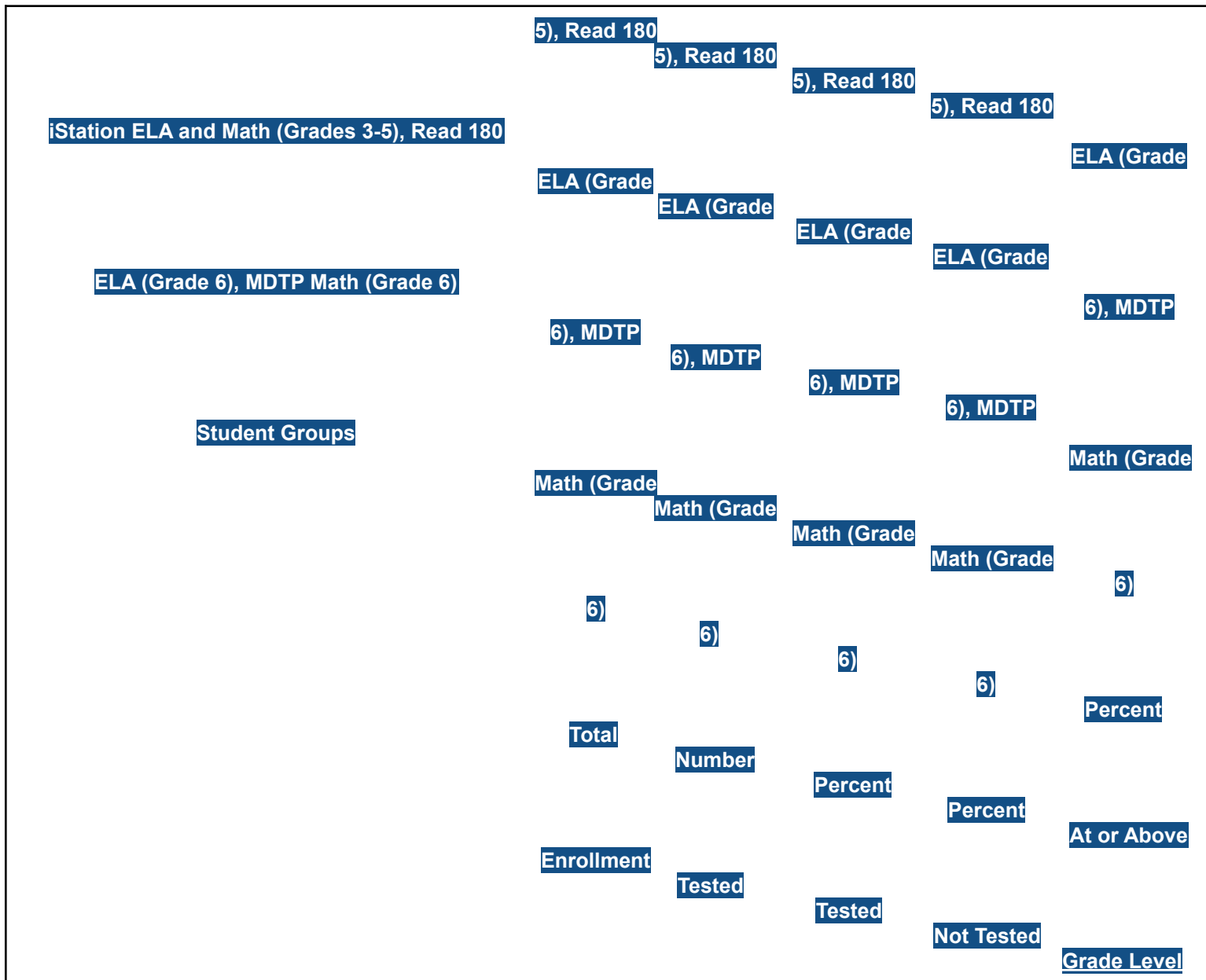
This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the 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.

Student Groups	CAASPP	Total	Enrollment	Number	Tested	Percent	Percent	Percent	CAASPP	Percent	Met or Exceeded							
All Students	175	2	1.14	98.86	Female	91	1	1.10	98.90	Male	84	1	1.19	98.81	American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00	0.00	Filipino	0	0	0.00	Hispanic or Latino	143	2	1.40	98.60	Native Hawaiian or Pacific Islander	0	0	0.00	
Two or More Races	0	0	0.00	100.00	White	20	0	0.00	English Learners	42	2	4.76	95.24	Foster Youth	0	0	0.00	
Homeless	0	0	0.00	Socioeconomically Disadvantaged	147	2	1.36	98.64	Students Receiving Migrant Education Services	0	0	0.00	Students with Disabilities	17	2	11.76	88.24	

### 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	iStation ELA	iStation ELA	iStation ELA	iStation ELA	iStation ELA
and Math	and Math	and Math	and Math	and Math	and Math
(Grades 3-	(Grades 3-	(Grades 3-	(Grades 3-	(Grades 3-	(Grades 3-
5), Read 180					



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<b>All Students</b>	172	134	77.91	22.09	21.64
<b>Female</b>	89	70	78.65	21.35	17.14
<b>Male</b>	83	64	77.11	22.89	26.56
<b>American Indian or Alaska Native</b>	1	1	100	0	0
<b>Asian</b>	2	2	100	0	50
<b>Black or African American</b>	3	2	66.67	33.33	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	141	110	78.01	21.99	21.82
<b>Native Hawaiian or Pacific Islander</b>	1	0	0	100	0
<b>Two or More Races</b>	1	1	100	0	0
<b>White</b>	19	15	78.95	21.05	26.67

English Learners	41	30	73.17	26.83	6.67
Foster Youth	0	0	0	0	0
Homeless	1	0	0	100	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	147	113	76.87	23.13	21.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	11	64.71	35.29	9.09

\*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.

Student Groups	iStation ELA and Math (Grades 3-5), Read 180	iStation ELA and Math (Grades 3-5), Read 180	iStation ELA and Math (Grades 3-5), Read 180	iStation ELA and Math (Grades 3-5), Read 180	iStation ELA and Math (Grades 3-5), Read 180
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

	Total	Enrollment	Number	Tested	Percent	Not Tested	Percent	At or Above	Grade Level								
<b>All Students</b>	172	126	73.26	26.74	9.52	<b>Female</b>	89	65	73.03	26.97	3.08	<b>Male</b>	83	61	73.49	26.51	16.39
<b>American Indian or Alaska Native</b>	1	1	100	0	0	<b>Asian</b>	2	2	100	0	50	<b>Black or African American</b>	3	2	66.67	33.33	0
<b>Filipino</b>	0	0	0	0	0	<b>Hispanic or Latino</b>	141	106	75.18	24.82	10.38						

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<b>Native Hawaiian or Pacific Islander</b>	1	0	0	100	0
<b>Two or More Races</b>	1	1	100	0	0
<b>White</b>	19	13	68.42	31.58	0
<b>English Learners</b>	41	27	65.85	34.15	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	1	1	100	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	147	108	73.47	26.53	10.19
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	9	52.94	47.06	0

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

**CAASPP Test Results in Science for All Students**





**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	Number	Percent	Percent	Met or Exceeded
	Enrollment	Tested	Tested	Not Tested	
All Students	43	NT	NT	NT	NT
Female	22	NT	NT	NT	NT
Male	21	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	29	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	--	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	36	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

Percentage of Students Meeting

Percentage of Students Meeting

Four of Six Fitness Standards

Five of Six Fitness Standards

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

Parent involvement is always a focus at Pacific Avenue. Parent meetings are held to obtain parent input regarding programs such as Title I, GATE, and EL. Our School Site Council, reflecting appropriate parity, has the opportunity to discuss parent involvement with regards to programs, special events, school policies, among others. A teacher/parent/student compact is reviewed by SSC, edited, distributed, and then signed by parents, students, and teachers Pacific Avenue's English Language Advisory Committee (ELAC) affords parents opportunities to become involved, provide input, and voice concerns about programs. Parent workshops are held providing information regarding school success, dealing with stress, bullying, and other parenting information activities. Parenting classes are held in both English and Spanish. The Pacific Avenue office and administration maintain an open-door policy to parents. Parents are encouraged to help in classrooms, the library, and Booster Club-sponsored activities. Our preschool classes require parent participation. Due to COVID parents have not been able to volunteer in classrooms and on campus. Parents can contact the school at (951) 222-7877 for parent involvement inquiries.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	334	327	72	22.0
Female	161	156	28	17.9
Male	173	171	44	25.7
American Indian or Alaska Native	3	3	1	33.3
Asian	2	2	0	0.0
Black or African American	12	12	8	66.7
Filipino	1	1	1	100.0
Hispanic or Latino	268	261	54	20.7
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	7	7	0	0.0
White	33	33	6	18.2
English Learners	81	80	24	30.0
Foster Youth	2	2	0	0.0
Homeless	6	6	4	66.7

<b>Socioeconomically Disadvantaged</b>	278	274	62	22.6
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	53	52	14	26.9

### 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

<b>Suspensions and Expulsions</b>										
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.										
<b>Subject School</b>										
		<b>School</b>		<b>District</b>		<b>District</b>		<b>State</b>		<b>State</b>
			<b>2018-19</b>		<b>2020-21</b>		<b>2018-19</b>		<b>2020-21</b>	
								<b>2018-19</b>		<b>2020-21</b>
<b>Suspensions</b>	2.60	0.00	3.58	0.02	3.47	0.20	<b>Expulsions</b>	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.										
<b>Subject School</b>										
				<b>District</b>		<b>State</b>				
			<b>2019-20</b>		<b>2019-20</b>		<b>2019-20</b>			
<b>Suspensions</b>	0.27	2.39	2.45							
<b>Expulsions</b>	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

Pacific Avenue, 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 Sections 49000, 48915, and 49079; the District's Discipline Handbook and Sexual Harassment Policy; school dress code; and procedures and rules for safety on the way to and from school as well as during school hours. This plan is updated every year and was approved by the site's School Site Council in November 2021. The school safety plan has been updated to include COVID-19 CDC safety guidelines. The school has published an Emergency and Disaster Preparedness Plan which is available to all employees. Many employees are trained in first aid and in cardiopulmonary resuscitation (CPR). Regular drills are conducted with students with special emphasis on what to do in case of an earthquake or other natural disaster and an intruder scenario. Staff members are given handbooks which address expected standards, emergency-aid guidelines, and rules and regulations.

## 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	23	1	3	
1	23		1	
2	24		1	
3	16	1	2	
4	22		1	
5				
6	33		1	1
Other	24	1		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

Number of Classes with

Number of Classes with

Number of Classes with

Class Size

1-20 Students

21-32 Students

33+ Students

K 11 4 1

1 18 1 2

<b>2</b>	16	2	1
<b>3</b>	14	3	
<b>4</b>	22	1	1
<b>5</b>	25	1	1
<b>6</b>	34	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	Number of Classes with	Number of Classes with	Number of Classes with	
		Class Size	1-20 Students	21-32 Students	33+ Students
<b>K</b>	9	4	1		
<b>1</b>	14	4			
<b>2</b>	19	1	3		
<b>3</b>	17	2	2		
<b>4</b>	21	1	1		
<b>5</b>	19	2	1		
<b>6</b>	19	2	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	0.5
Social Worker (non-teaching)	0	Nurse	0.1
Speech/Language/Hearing Specialist	1.6	Resource Specialist	

### 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		Expenditures Per Pupil		Expenditures Per Pupil		Average Teacher Salary					
	(Restricted)	(Unrestricted)	(Restricted)	(Unrestricted)	(Restricted)	(Unrestricted)						
School Site	15745.68	5806.25	9939.43	93585.2	District	N/A	N/A	9044.52	\$92,546	Percent Difference - School Site		
and District	N/A	N/A	9.4	1.1	State	\$8,444	\$86,376	Percent Difference - School Site and State	N/A	N/A	16.3	8.0

### 2020-21 Types of Services Funded

At Pacific Avenue Academy of Music, extra services for students are provided with categorical funds. Two bilingual tutors are provided through bilingual funds from Title III. A health clerk and media clerk support students and are funded through LCAP funding. An Intervention Teacher works with upper grade and Early Intervention students. Funding for this position is provided by the district. Materials and in-class experiences are provided for gifted children through Gifted and Talented Education (GATE) funds. There are also a number of training programs for teachers provided through math and science teacher-training projects, mentor teacher projects, School Improvement, and Title I funds. Title III funds are used for student language acquisition. Additional funding includes CARES.

## 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 of its teachers, responding to requirements set by CDE. Since 2015, staff development continues to focus in the areas of California Common Core State Standards for ELA/ELD; Positive Behavior Interventions and Support (PBIS/BSEL – JUSD Special Education Department, provider); Five Easy Steps to a Balanced Math Program (Leadership and Learning Center training, provider); ELA, NGSS Science, and Mathematics Units of Study (Leadership and Learning Center Rigorous Curriculum Design consultants and Jurupa writing committee teachers, California Science Project, providers); Transitional Kindergarten teacher training (JUSD Education Services Professional Development Program, provider); state adopted ELD standards, My Math and Reading ELA/ELD new textbook training (McGraw-Hill consultants, providers); Chromebook student use through Google Apps for Educators (GAFE, JUSD Technology Department and Coordinators of Curriculum & Instruction support, presenters); and Growth Mindset lesson design (Coordinators of Curriculum & Instruction, and presenters such as Impact Teams and NWEA support). These trainings provide teachers with the skill and tools necessary for implementing high-quality instruction to a range of students in their TK-12 classrooms. Teachers and sites have access to district academic coordinators for English and Math, who work both with grade level teams and individual teachers. Teachers have been given technology training.

- Early Childhood Parent Outreach Programs
- Math FUN, Family Math
- JORS trainings in Specialty Areas
- Balanced Math support
- Mindset lessons
- Math FUN Fishbowls
- Early Literacy support
- Textbook trainings
- Chromebook Common Sense trainings
- Digital Gateway presentations - Tech Fest
- TK PLC
- Digital strategies
- Secondary Integrated Math UoS
- Summer training make-up sessions
- New Teacher Trainings - ELD, Balanced Math, Step Up
- New Teacher Induction work
- UOS Committee work - Math, ELA, NGSS Mini Units
- Data Teams training
- Administrators' Cognitive Coaching sessions
- Site Coaching infomercials
- JUSD Coaches Youtube lessons
- Flipped trainings
- ELA/ELD Backward mapping trainings -
- Twitter chat Tuesday hosting
- Deaf and Hard of Hearing trainings
- Special Education trainings
- Music integration and theory trainings
- Impact Teams Trainings
- Alludo Training

The 2021-22 planned professional development days include 36 partial days and 42 full days.

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

<b>Subject</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	37	37	78

# 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>

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## 2020-21 CAASPP Test Results in ELA by Student Group



**2020-21 CAASPP Test Results in Math by Student Group**





<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.

**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.