West Riverside Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	West Riverside Elementary School
Street	5671 42nd Street
City, State, Zip	Jurupa Valley, CA 92509-6611
Phone Number	951-222-7759
Principal	Marcella Hale
Email Address	mhale@jusd.k12.ca.us
School Website	https://jurupausd.org/schools/WestRiversideElementary/Pages/Default.aspx
County-District-School (CDS) Code	33 67090 6032247

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

Vision Statement
West Riverside students are intrinsically motivated, independent learners. Rigorous academic standards including Common Core standards-based curriculum are aligned with best practice instruction, teaching methods, materials and assessments. Professional development and 21st century digital resource access ensure student success with cognitive skills. Detailed, data-driven focus determines and drives program effectiveness, school safety, and learning opportunities. West Riverside provides a supportive, exemplary learning environment where all students take personal responsibility in their daily efforts. A collaborative partnership among teachers, parents, students, and the community is the cornerstone to West Riverside's determination that ALL students will have a safe, orderly and inviting learning environment and will be engaged in college and career readiness preparation in the pursuit of lifelong learning and future achievement.

Mission Statement
We, the West Riverside Elementary School Team, consisting of students, parents, teachers, administrators and the community, are committed to providing challenging academics driven by current research and best instructional practices within a positive safe learning environment. Each student will achieve his/her maximum potential through a policy of high expectations where esteem and respect are nurtured and supported by structured and consistent school wide programs. By fostering a growth mindset in every child, West Riverside empowers each child to unlock their potential and succeed in school, in career, and in life.

West Riverside Elementary School is located at 5671 42nd Street, Jurupa Valley, California. The area is composed of middle and low income housing and apartments in a suburban area. West Riverside is one of seventeen elementary schools in the Jurupa Unified School District. The Jurupa Unified School District serves approximately 18,500 students in grades kindergarten through twelve. Established in 1963, our school district includes 15 elementary schools, TK-6 Music Academy, K-8 STEAM school, 3 middle schools, 3 comprehensive high schools, a continuation high school and an adult school. Spanning 44 square miles in western Riverside County, Jurupa Unified School District is committed to academic excellence focus on Learning without Limits. There is a district wide focus on fostering a growth mindset in every child to empower each child to unlock their potential and succeed in career, in school, and in life.

The first school in the Jurupa area was built in 1856 on the site now occupied by West Riverside Elementary. The current buildings were erected in 1949. West Riverside recently underwent an extensive modernization thanks to recently passed

school bond measures. This renovation/modernization included rebuilding the historic building (once used as the Jurupa School one room school house), a new administration building, new library/media center, ten new classrooms replacing 10 portable classrooms and new playground with blacktop, equipment, track and field. The new construction was completed Fall 2020. West Riverside has an enrollment of approximately 615 students in Transitional Kindergarten through Sixth Grade. The student population is a diverse population 96% Hispanic; 2% White 2% Other.   94.4% percent of our students are socioeconomically disadvantaged. 55.6% of our students are English language learners. West Riverside continues to experience an large population of English language learners. To address the needs of all students, the District has placed an emphasis on having teachers fully qualified to teach ELD and SDAIE at West Riverside. Every teacher at West Riverside possesses CLAD, BCLAD or comparable authorization.

One Title I Preschool and one full day Head Start classes are located on the West Riverside campus. Up to twenty-four students attend each session. Each class is staffed with a teacher and an aide. Preschool and Head Start emphasize both developmental skills and pre-kindergarten academic readiness skills as part of their curriculum. There are joint activities between Head Start/Pre-school and TK/Kindergarten students to become familiar with the classrooms, office, cafeteria and campus procedures.

West Riverside is an AVID elementary school with a strong focus on college readiness and 21st century learning. West Riverside is a National Kindness certified school and participates in activities throughout the year to promote Social Emotional Learning (SEL) and healthy initiatives promoting and supporting student, staff and community well-being.

West Riverside has a strong emphasis on early literacy and foundational skills, there is an academic focus to have all students reading at grade level by the end of 3rd grade. Purposeful and strategic Interventions are in place for students to receive appropriate interventions in grades K-6. Data from district assessments, UOS Performance Tasks, and grade level assessments allow teachers to effectively provide differentiated instruction based on individual needs. Teachers are provided staff development to review early reading strategies. Intervention teachers, Bilingual Tutors and support staff work with identified students on a daily basis.

The district's Digital Technology Gateway plan providing all TK/Kindergarten-6th grade students a Chromebook device is successfully in place.   Devices are part of daily instruction and are checked-out to individual students for in-school and at-home use. Chromebooks are an integral part of daily instruction and curriculum and support the JUSD Units of study. Staff attend professional development opportunities and participate in ALLUDO (Self Paced Professional Development) to implement effective instructional programs and research based best instructional practices. Parents are provided technology information and learning opportunities throughout the year. West Riverside is a "Common Sense Certified School" dedicated to teaching Digital Citizenship to all students and engaging parents using Common Sense Education materials.   There is a strong campus focus using technology while keeping all students safe on the internet by implementing school-wide lessons on digital literacy and becoming responsible digital citizens.

As a school, we are implementing the JUSD Units of Study. These teacher created units specifically cover the California standards for ELA and Mathematics for each grade level. Daily English Language Development (ELD) continues to be a key area of focus on our campus. Every classroom provides integrated and designated ELD using the ELD standards. Teachers use the ELA textbook (McGraw Hill – Wonders) to support the Units of Study. The Units continue to serve as our curriculum however, teachers are given the freedom to use appropriate resources at their discretion. There is an expansion of Impact Team training and effective practices using protocols and formative assessment and collaborative inquiry to drive instructional practice in the classrooms.

During the 2021-2022 school year, Jurupa Unified School District: West Riverside provides a choice of In-person Instruction or Virtual Learning as a result of COVID 19. All students are provided Chromebooks to connect with their teacher and to complete assignments that focus on common core standards in ELA, math and science. Teachers provide academic and social emotional support on a daily basis. For in-person instruction, teachers and students are given guidelines to follow to maintain a safe environment for everyone. The school has been equipped with PPE equipment for both students and staff along with sanitizing guidelines for custodians. West Riverside follows the JUSD district safety plan to ensure the safety and healthy environment for all.

Equity Statement
Everyone Matters! Our Students, Staff and Families deserve a learning environment where they feel safe, valued, and respected. We believe in creating an environment in which the experiences, outcomes, and life options for children and families who have been historically underserved will be empowered and transformed. We believe that every day, everyone is learning and striving for success in their social, emotions, and academic growth. Our staff and students will RESPECTFULLY: Ask questions seeking understanding and clarity, Actively speak out against prejudice, Defend those who are being marginalized and Promote respect for all people!

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	66
Grade 2	75
Grade 3	87
Grade 4	102
Grade 5	98
Grade 6	107
Total Enrollment	611

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	0.2
Black or African American	1.3
Hispanic or Latino	95.7
Two or More Races	0.2
White	1.6
English Learners	46.5
Homeless	1.1
Socioeconomically Disadvantaged	89.2
Students with Disabilities	12.1

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

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

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

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

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

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

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

2019-20 Class Assignments

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

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

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

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

Elementary students receive core curriculum textbooks on the first day of enrollment. 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), McGraw Hill Education Publishers (2017)	Yes	0
Mathematics	My Math (Grades TK-5), McGraw Hill Education Publishers (2013), California Math Course 1(Grade 6), McGraw Hill Education Publishers (2015)	Yes	0
Science	California Science (Grades K-6) Houghton Mifflin Harcourt Publishers (2008)	Yes	0
History-Social Science	History-Social Science (Grades K-6), Houghton Mifflin Harcourt Publishers (2007)	Yes	0

School Facility Conditions and Planned Improvements

Our custodial staff, consisting of 1 daytime custodian, 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.

West Riverside Elementary School has 10 Activity Supervisors to support student safety. West Riverside 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	10/12/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Rm 1 Air vent dirty Rm 40 Air vents dirty
Interior: Interior Surfaces	X			Rm 24 Carpet needs replacement MPR Stain ceiling tile
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Rm 18 Spider webs around door
Electrical	X			Rm 18 Light out Rm 1 Light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys RR by Rm 22 Spider webs around door
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	398	2	0.5	99.5	--
Female	191	2	1.05	98.95	--
Male	207	0	0	100	--
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	381	2	0.52	99.48	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	161	2	1.24	98.76	--
Foster Youth	--	--	--	--	--
Homeless	18	0	0	100	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	358	2	0.56	99.44	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	2	2.9	97.1	--

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	398	2	0.50	99.50	--
Female	191	2	1.05	98.95	--
Male	207	0	0.00	100.00	--
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	381	2	0.52	99.48	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	161	2	1.24	98.76	--
Foster Youth	--	--	--	--	--
Homeless	18	0	0.00	100.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	358	2	0.56	99.44	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	2	2.90	97.10	--

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

All Students	399	380	95.24	4.76	17.37
Female	192	185	96.35	3.65	17.3
Male	207	195	94.2	5.8	17.44
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	6	6	100	0	16.67
Filipino	0	0	0	0	0
Hispanic or Latino	382	364	95.29	4.71	17.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	1	1	100	0	0
White	8	7	87.5	12.5	0
English Learners	168	158	94.05	5.95	3.8
Foster Youth	0	0	0	0	0
Homeless	8	7	87.5	12.5	0
Military	2	2	100	0	0
Socioeconomically Disadvantaged	363	346	95.32	4.68	18.5
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	62	89.86	10.14	1.61

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

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

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

iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Student Groups	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Total Enrollment	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Number Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Percent Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Percent Not Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Percent At or Above Grade Level
All Students	399	375	93.98	6.02	10.4
Female	192	178	92.71	7.29	9.55
Male	207	197	95.17	4.83	11.17
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	6	6	100	0	16.67
Filipino	0	0	0	0	0
Hispanic or Latino	382	359	93.98	6.02	10.31

Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	1	1	100	0	0
White	8	7	87.5	12.5	14.29
English Learners	168	156	92.86	7.14	1.92
Foster Youth	0	0	0	0	0
Homeless	8	7	87.5	12.5	0
Military	2	2	100	0	0
Socioeconomically Disadvantaged	363	342	94.21	5.79	10.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	62	89.86	10.14	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.

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

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	101	NT	NT	NT	NT
Female	46	NT	NT	NT	NT
Male	55	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	98	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	35	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	93	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	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

Parents are afforded various opportunities to participate in the education of their children and various school organizations. Parents are encouraged to participate in Parent -Teacher Association (PTA) School Site Council (SSC), English Learner Advisory Committee (ELAC), and other organized activities to review current school programs, voice concerns, make recommendations and celebrate success.
They are invited to participate in discussions and to receive information regarding West Riverside's Title I programs, GATE programs, EL programs, AVID, Digital Gateway/Common Sense Citizenship, Distance Learning, and all other educational programs. Parent meetings provide English-speaking and Spanish-speaking parents information to help their children at home.

Regular, two-way communication between the school and home is provided in both English and Spanish. West Riverside establishes regular communication with families using a variety of methods including; Q communications, Parent Square, Peach Jar, Class Dojo, our school website, and various social media platforms. Parents are also able to communicate with staff members via email due to every student having a chromebook. Communications from the site to student homes include tools for working with their child's teacher, ways to help their child with schoolwork, homework, and collaborating with the school for the benefit of their children. Classes are made available to parents also through various district office programs.

For more information on how to become involved, please contact PTA President: Gabriela Garcia at (951) 222-7759.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	652	635	169	26.6
Female	323	312	89	28.5
Male	329	323	80	24.8
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	8	8	4	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	625	609	161	26.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	10	10	1	10.0
English Learners	306	298	84	28.2
Foster Youth	2	1	0	0.0
Homeless	12	12	8	66.7
Socioeconomically Disadvantaged	579	570	154	27.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	90	87	37	42.5

C. Engagement	State Priority: School Climate

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	0.27	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

The school safety plan is reviewed and updated annually by the school safety coordinator, safety committee and administration. It is presented to the School Site Council for review and approval each year. The plan was approved by the School Site Council February 2, 2021. Staff members are kept abreast of changes and understand their individual roles in response to an emergency situation.

In addition the school adheres to the guidelines in the District's Discipline Handbook and Sexual Harassment Policy. Students and parents have access to the school handbook via the school website or a hard copy and teachers provide instruction on Behavioral and campus Area Expectations, safety procedures, and sexual harassment in the classroom.

Emergency drills are practiced on a monthly basis and the school participates in the yearly district disaster drill.

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

Most recently West Riverside has addressed COVID 19 protocols following the JUSD Policies and Practices and continues to reflect on these protocol as steps are taken with preparing for any return to in person instruction.

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	17	5		
1	26		3	
2	15	6	1	
3	26		4	
4	26		4	
5	31		3	
6	34			3
Other	14	1		

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2	3	
1	24		3	
2	20	3	1	
3	20	1	4	
4	21	2	3	
5	20	2	3	
6	26	1	1	

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3	2	
1	22		3	
2	19	1	3	
3	22	1	3	
4	17	2	4	
5	20	2	3	
6	21	2	3	

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	0.6
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
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	12918.32	4041.23	8877.09	93901.74
District	N/A	N/A	9044.52	$92,546
Percent Difference - School Site and District	N/A	N/A	-1.9	1.5
State			$8,444	$86,376
Percent Difference - School Site and State	N/A	N/A	5.0	8.3

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, West Riverside received state and federal money for programs including CARES, Title I, Title III and LCFF.

2019-20 Teacher and Administrative Salaries

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

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

Professional Development

West Riverside faculty and staff recognize the importance of ongoing professional development. Rigorous academic standards are aligned with materials, professional development and assessments to ensure student academic success. The highly qualified staff members collaborate regularly during Wednesday minimum days to support student learning. During these curriculum planning and collaboration afternoons, grade-level teams use student achievement data and formative assessments to examine program effectiveness and instructional practices. They develop intervention strategies in order to provide an exemplary learning environment for all students. From that process, suggestions are made for whole school staff development opportunities to ensure academic gains for all students. The weekly collaboration afternoons are planned to include grade-level and whole staff opportunities for professional growth and collaboration. In addition to Wednesday collaboration, Professional Development is delivered to West Riverside during after-school workshops, attending conferences and individual mentoring and/or coaching, principal-teacher meetings and consultants. Professional Development areas of focus are determined using multiple sources of student achievement data and include: ELA, NWEA, ELD, math, IMPACT Teams, SEL/PBIS, AVID, Technology, Digital Citizenship, NGSS Science, Growth Mindset, Step Up To Writing, Student Success Teams, and Safety.

Grade level teams are provided release days each trimester to analyze data, collaborate and plan specifically with interventions and with collaborative teaching focus to assist all students in meeting and exceeding grade level standards with a specific focus on English Language Arts, English Language Development and Mathematics grade level standards. Teachers TK-6 will continue training and implementing IMPACT Teams which focus on student-directed learning with rubrics. Formative assessments will be implemented throughout the school year that will drive instruction and collaboration in each of the grade levels. During some of these grade level release days, teachers are provided Professional Development with a consultant which provides data-driven best practices and curriculum focus for each grade level.

West Riverside teachers and support staff have been given the opportunity to participate in technology professional development that included various applications that support use of classroom technology, Best Instructional Practices, Curriculum Implementation, distance learning, and include Google Docs, powerschool, NWEA, SeeSaw, Pear Deck, Learning A-Z (RAZ) and more. The site technology coordinators provide online support and resources for all staff.

The 2021-22 planned professional development days include 64 partial days and 48 full days.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	37	37	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	
District Name	Jurupa Unified School District
Phone Number	951-360-4100
Superintendent	Dr. Trenton Hansen
Email Address	JUSD.Superintendent@jusd.k12.ca.us
District Website Address	https://jurupausd.org/

2020-21 CAASPP Test Results in ELA by Student Group

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

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

2020-21 CAASPP Test Results in Math by Student Group

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

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

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

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

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

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

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

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

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

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

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