West Riverside Elementary
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	West Riverside Elementary
Street	3972 Riverview Dr.
City, State, Zip	Jurupa Valley, CA 92509-6611
Phone Number	951 222-7759
Principal	Marcy Hale
Email Address	mhale@jusd.k12.ca.us
Website	www.jurupausd.org/schools/WestRiversideElementary
County-District-School (CDS) Code	33 67090 6032247

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

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

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 schoolwide programs.

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. .

School Description/Details

West Riverside is an AVID elementary school with a strong focus on college and/or career readiness and 21st century learning.

A strong emphasis on early literacy and foundational skills ensure that all students are reading at grade level by the end of 3rd grade. Data driven strategies are in place for students to receive appropriate interventions in grades K-6. Data from the DIBELS and Istation assessments allow teachers to effectively provide differentiated instruction based on individual needs. Teachers are provided professional development to review reading strategies and Interventions. intervention teachers/staff work with identified students on a daily basis.

The district's Digital Technology Gateway plan providing all 2nd-6th grade students a Chromebook device is successfully in place. Additionally, Kindergarten and 1st grade students have use of 1:1 Chromebooks within all classrooms. 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 to implement effective instructional programs and researched based best instructional practices. Parents are provided technology information and learning opportunities throughout the year. West Riverside is dedicated to sustaining a "Common Sense Certified School" status by teaching digital citizenship to all students and engaging parents using Common Sense Education materials. There is a strong campus focus to keep all students safe on the internet and social media 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, Mathematics and Next Generation Science for each grade level. Daily English Language Development (ELD) continues to be a key area of focus on the West Riverside Elementary campus. Every classroom provides integrated and designated ELD curriculum using the current ELD standards. Teachers use district adopted curriculum textbooks to support the Units of Study. The Units continue to serve as our curriculum however, teachers are given the freedom to use appropriate resources to support higher level learning at their discretion.

West Riverside campus modernization recently opened a new Innovation Center developing and implementing District Units Of Study taught through the lens of science, engineering and robotics. This learning environment provides and supports student learning thru curriculum based activities for students with the opportunity to apply the arts while partaking in thematic, project based learning experiences which integrate technology, engineering, robotics, design, programming, inquiry, Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS).

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

Grade Level	Number of Students
Kindergarten	84
Grade 1	78
Grade 2	104
Grade 3	102
Grade 4	109
Grade 5	97
Grade 6	106
Total Enrollment	680

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
Filipino	0.1
Hispanic or Latino	96
White	2.4
Two or More Races	0.3
Socioeconomically Disadvantaged	94.4
English Learners	55.6
Students with Disabilities	10.9
Homeless	0.1

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	32	29	32	819
Without Full Credential	0	0	0	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	16

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 27, 2019

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

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

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The present West Riverside Elementary School was originally named Jurupa School in the late 1800's. In 1915, the school and school district changed its name from Jurupa to West Riverside. The original school bell purchased for the school in 1889 are still on site today. There have been many renovations to the school over the years, including a current campus modernization building a new Main Office, Library/Makerspace, 7 new classrooms, playground, parking lot and an Innovation Center which a remodel of the oldest school building in the district located on this campus constructed in 1923. West Riverside currently consists of; 29 permanent classrooms, 6 relocatable classrooms, completely air conditioned, indoor cafeteria, and outdoor lunch patio court. West Riverside has three full-time custodians who maintain the facilities. District maintenance staff ensures that school repairs are made in order to keep the school in good repair and maintain a safe campus. The principal works closely with the custodial staff to ensure a clean and safe school.

The students are kept safely on the school grounds before and after school by a team of activity supervisors. The school upholds a Single Point of Entry Policy and all visitors are required to sign-in and wear Visitor's Badges while on campus. All staff members are required to wear a district identification badge.

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.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/26/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	28	33	36	38	50	50
Mathematics (grades 3-8 and 11)	21	25	24	25	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	423	418	98.82	1.18	32.78
Male	222	219	98.65	1.35	29.68
Female	201	199	99.00	1.00	36.18
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	402	397	98.76	1.24	31.99
Native Hawaiian or Pacific Islander					
White	12	12	100.00	0.00	58.33
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	406	402	99.01	0.99	32.34
English Learners	286	281	98.25	1.75	27.76
Students with Disabilities	66	66	100.00	0.00	6.06
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	422	422	100.00	0.00	24.64
Male	221	221	100.00	0.00	24.89
Female	201	201	100.00	0.00	24.38
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	401	401	100.00	0.00	23.69
Native Hawaiian or Pacific Islander					
White	12	12	100.00	0.00	58.33
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	405	405	100.00	0.00	24.69
English Learners	285	285	100.00	0.00	24.56
Students with Disabilities	66	66	100.00	0.00	3.03
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.8	5.9	6.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

•   Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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, Digital Gateway/Common Sense Citizenship 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. Letters home provide information to parents regarding working with their child's teacher, ways to help their child with homework, and working 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.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

•   Pupil suspension rates;
•   Pupil expulsion rates; and
•   Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.6	0.4	0.3	3.4	3.6	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 in February 2019. 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.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	4		19	5			17	5		
1	27		4		26		4		26		3	
2	23		5		27		4		15	6	1	
3	24		4		23	1	4		26		4	
4	34			3	29	1	1	2	26		4	
5	34			3	33		1	2	31		3	
6	23	2	4		22	2	5		34			3
Other**	37			1					14	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	.1

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10230	2347	7883	88127
District	N/A	N/A	8825	$89,656.00
Percent Difference - School Site and District	N/A	N/A	-11.3	-2.4
State	N/A	N/A	$7,506.64	$82,031.00
Percent Difference - School Site and State	N/A	N/A	22.0	12.0

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In addition to state and local revenues received for general education, West Riverside Elementary School receives state and federal funds for special programs such as Title I, Title III, and LCFF.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

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

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	8	8

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, Early Literacy/DIBELS, I-Station, ELD, math, IMPACT Teams, 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. 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.