

Arbuckle (Ina) Elementary School

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	Arbuckle (Ina) Elementary School
Street	3600 Packard Street
City, State, Zip	Jurupa Valley, CA 92509-4519
Phone Number	951 222-7788
Principal	James Wandrie
Email Address	james_wandrie@jUSD.k12.ca.us
Website	www.jurupausd.org/schools/inaarbuckleelementary
County-District-School (CDS) Code	33 67090 6032171

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)

Ina Arbuckle Elementary School is one of sixteen TK-6 elementary schools in the Jurupa Unified School District, and is located in Jurupa Valley, CA. The population of our community is very mobile. The majority of the students live within walking distance of the school in apartments, mobile home parks or rented homes, which contributes to a high transient rate. Ina Arbuckle Elementary School is located in one of several communities in the city of Jurupa Valley served by the Jurupa Unified School District, a district of approximately 20,000 students. Ethnic distribution is 91% Hispanic, 5% African American, 2% White (not Hispanic), and 2% other. Ina Arbuckle Elementary School is currently serving approximately 500 transitional kindergarten through sixth grade regular education students, 12 SDC Pre-K students, 38 Head Start children and 35 Spectrum students. According to CBEDS data, 93% of Ina Arbuckle students receive free or reduced lunch and 60% of students are English learners.

All staff members are highly qualified. The Jurupa Unified School District actively seeks out highly qualified teachers and paraprofessionals through a variety of strategies. The district and site also provide quality, on-going staff development to ensure teachers and staff are effective. Teachers, paraprofessionals, and even parents are included in a myriad of trainings, which include, but are not limited to: G.A.T.E., Least Restrictive Environment, Positive Behavior Intervention Support (PBIS), Classroom Management, Student Study Team (Tier I/II Interventions), Restorative Justice Practices, Technology Integration, Professional Learning Communities, and School Safety training. Ina Arbuckle's 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 to Ina Arbuckle's determination that all students succeed.

The Ina Arbuckle Elementary staff is dedicated to creating a safe and productive learning environment filled with positive school experiences. We are committed to...

- Providing individualized academic programs for each student that best advocates for their present and future educational needs and goals.
- Providing differentiated instruction that allows access to standards-based curriculum, innovative use of technology, and develops 21 century skills needed to be college and/or career ready, upon graduation.
- Creating a positive and productive learning environment that promotes social and emotional skill development by engaging students in activities that improve self-esteem; help students learn to interact in a positive manner with others; and utilize appropriate conflict resolution, anger management and decision-making strategies.
- Creating a safe, structured, well-defined instructional program that communicates high expectations, provides high levels of support and demonstrates staff unity in standing firmly together on standards of behavior, academic performance and ultimately the success of each and every student.

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

Grade Level	Number of Students
Kindergarten	83
Grade 1	62
Grade 2	64
Grade 3	74
Grade 4	74
Grade 5	70
Grade 6	77
Total Enrollment	504

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	0.2
Asian	0.4
Filipino	0.2
Hispanic or Latino	91.3
White	2
Two or More Races	1.8
Socioeconomically Disadvantaged	93.5
English Learners	52.6
Students with Disabilities	6.5
Foster Youth	0.4
Homeless	0.4

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	22	22	22	819
Without Full Credential	1	2	1	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)

Ina Arbuckle School Specifications: Year Constructed 1956, 20 permanent classrooms, 15 relocatable classrooms, completely air conditioned, indoor cafeteria, and outdoor lunch patio court. Ina Arbuckle has three full-time custodians who maintain the facilities. District maintenance staff ensures that school repairs are made in a timely manner 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.

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: 11/20/2019

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	
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	Exemplary	

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)	25	18	36	38	50	50
Mathematics (grades 3-8 and 11)	17	15	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	302	296	98.01	1.99	17.57
Male	162	159	98.15	1.85	14.47
Female	140	137	97.86	2.14	21.17
Black or African American	12	12	100.00	0.00	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	272	266	97.79	2.21	17.67
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	284	280	98.59	1.41	17.86
English Learners	197	191	96.95	3.05	14.14
Students with Disabilities	23	22	95.65	4.35	4.55
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	301	299	99.34	0.66	15.10
Male	160	158	98.75	1.25	15.29
Female	141	141	100.00	0.00	14.89
Black or African American	12	12	100.00	0.00	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	271	269	99.26	0.74	14.93
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	283	281	99.29	0.71	15.66
English Learners	196	194	98.98	1.02	10.88
Students with Disabilities	23	22	95.65	4.35	4.55
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	11.1	23.6	11.1

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)

Parent Involvement is a priority. Ina Arbuckle works actively to increase parent participation as a strategy for increasing student achievement. The Parent Policy includes the following elements: an annual meeting of parents will be held to describe the school sites Title I program; opportunities to participate in the planning, review and improvement of the Title I program through DAC, DELAC, SSC, ELAC, and PTA; school communication about the Title I programs will be distributed in all the major languages spoken by the families of the students at the school; assessment information reflecting student academic progress will be shared with parents at parent/teacher conferences in the fall; school leaders will determine who is responsible for the coordination of parent involvement activities at the site; training for meaningful parent involvement will be provided; appropriate roles for community organizations will be developed; and surveys will be conducted to assess needs and to evaluate the effectiveness of the parent involvement activities. Our parent involvement focus is based on the National Standards for Parent/Family Involvement: Parenting, Communicating, Volunteering, Learning and Home, Decision Making and Advocacy, Collaborating with Community, and Relationship Building.

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	3.8	3.2	1.0	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)

Ina Arbuckle Elementary's comprehensive school safety plan was designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. The document is designed as a living document to be updated as necessary to meet site, district and community needs, forms, or requirements. The plan addresses school crime, mandated policies and procedures, child abuse reporting and prevention, suspension and expulsion and due process, staff notification of dangerous students, campus safety, school discipline, sexual harassment policy, discrimination and other harassment policy, dress code policy, drug free expectations, parent involvement strategies, prevention and intervention strategies, emergency and disaster response and procedures, procedures for safe ingress and egress, emergency evacuation routes and procedures, drills, medical emergencies, and mass casualty procedures. Most importantly, the plan address the needs of the school and students and considers the following three essential components in accordance with Ed. Code 35294.21: 1) Assures each student a safe physical environment, 2) assures each student a safe respectful, accepting, and emotionally nurturing environment, and 3) develops each student's resiliency skills.

The school safety plan was last reviewed, discussed, and updated in March 2019.

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	15	5			27	1		2	17	3	2	
1	27		3		21	2	1		21	1	2	
2	27		3		25		3		21		3	
3	28		3	1	27		3		25		3	
4	31		2		31		2		25		3	
5	29		4		31		3		25	1	2	
6	30		3		32		2	1	30		3	
Other**												

*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	
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	.2

*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	10367	2487	7880	78237
District	N/A	N/A	8825	\$89,656.00
Percent Difference - School Site and District	N/A	N/A	-11.3	-14.3
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	25.7	2.4

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)

Additional funding through state and federally funded school improvement programs assist the school in providing additional educational opportunities and services for the students at Ina Arbuckle. Services available include: Extended Learning Opportunities (ELO) program when staffing allows; special education; bus transportation; instructional materials; Title I, Title III, Economic Impact Aid–Bilingual; staff development; school improvement; technology training for teachers; ELA intense intervention; and counseling. Ina Arbuckle's fourth and fifth-grade students not meeting state standards or school/ district benchmarks participate in the ELA Intervention program during the language arts instruction period.

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	2	2	2

Professional development opportunities are offered to Ina Arbuckle staff to keep up with best research-based teaching practices. Evaluation of the effectiveness of the previous year's staff-development activities are also reviewed annually. Individually, teachers identify strategies they'd like to add to their repertoires. From the data, professional-development priorities are established, with activities planned to meet those needs. Over the past few years, training initiatives included the implementation of new English Language Arts curriculum to address California Common Core State Standards for English Language Arts (RCOE, provider); Next Generation Science Standards (JUSD, Consultant provider); implementation of English Language Development Standards as a component of both Integrated and Designated English Language Development blocks (RCOE, provider); Positive Behavioral Interventions and Supports (PBIS; JUSD Special Education Department, provider); Integration of HAIKU (Power Learning) and GAFE utilizing Chromebooks with a 1:1 ratio in grades 2-6 (JUSD Education Technology Department, provider); Five Easy Steps to a Balanced Math Program (Leadership and Learning Center training, provider); ELA and math Units of Study (Leadership and Learning Center Rigorous Curriculum Design consultants and Jurupa writing committee teachers, providers); Language! intervention teacher training (Voyager Learning consultants, provider); DIBLES Early Literacy teacher training (RCOE consultant, JUSD Early Literacy coach), transitional kindergarten teacher training (JUSD Education Services Professional Development Program, provider); and GATE teacher training (Dr. Susan Daniels, The Summit Center, provider). Staff also received training on trauma informed practices. These trainings provided teachers with the skills and tools necessary for implementing high-quality instruction to a range of students in their classrooms.