Pedley 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	Pedley Elementary School
Street	5871 Hudson St.
City, State, Zip	Jurupa Valley, CA 92509-5012
Phone Number	951 360-2793
Principal	Monica Leon
Email Address	monica_leon@jusd.k12.ca.us
Website	www.jurupausd.org/schools/pedleyelementary
County-District-School (CDS) Code	33 67090 6032205

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)

Pedley Elementary School is one of seventeen elementary schools in the Jurupa Unified School District. The District is a unified TK-12 district encompassing 44 square miles. Pedley is located in the city of Jurupa Valley, California and within the Riverside Country. Currently, Pedley's enrollment is 653 students, transitional kindergarten through sixth grade. The school was constructed in 1953.

We are one of the Dual Immersion school sites in the district. The entire staff is dedicated to providing an environment that promotes and reinforces a safe campus so that each student can All of the Local Control Accountability Plan-LCAP Priorities are addressed in the School Plan under three focus areas. Learning Outcomes, Student Achievement and Engagement. Each category in the LCAP Local Control Accountability Plan addresses either college & career readiness, data driven decision making safe, orderly environment or parent, student & community engagement. Dual Immersion is a unique educational program designed to develop bilingualism and bi literacy in English and in Spanish. This is a voluntary program. Instruction is provided by highly trained and specialized teachers. Students learn California standards in all subject areas, and become linguistically and academically fluent in two languages. It will follow the 90/10 model of Two Way Immersion TWI. The first number refers to the amount of instructional time initially spent for instruction in the target or non-English language in kindergarten. The second number refers to English. In a 90:10 model the amount of the target language decreases yearly as English increases until there is a 50:50 balance of the languages generally in grades four through six. English time must be carefully defined and implemented. High quality curriculum and instruction are essential. Research shows that when programs are fully implemented according to the program design, English learners in 90:10 models score as well as or better than their peers in other programs in English tests. (Lindholm-Leary, (2001) Dual Language Education, Multilingual Matters LTD) We are part AVID Elementary in an effort to prepare students for College and Career. This organization works on Professional Development to help schools improve on college and career readiness strategies in the classroom. The school year is 180 traditional days and has been restricted to include 37 minimum days in order to support teacher collaboration.

Our mission at Pedley School is to provide students, staff, and their families with a safe, supportive, and engaging school environment in which all students reach academic and technological proficiency.

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

Grade Level	Number of Students
Kindergarten	141
Grade 1	117
Grade 2	107
Grade 3	84
Grade 4	47
Grade 5	79
Grade 6	75
Total Enrollment	650

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	0.3
Hispanic or Latino	93.7
White	3.8
Two or More Races	0.8
Socioeconomically Disadvantaged	80
English Learners	48.8
Students with Disabilities	12.5
Foster Youth	0.3
Homeless	

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	28	31	33	819
Without Full Credential	0	0	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	Splash TK (Dual Immersion), World of Wonders (TK), Wonders (K-6) & Maravillas (Dual Immersion 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)

Pedley Elementary School students, staff and parents believe in the importance of building a school community to promote a life-long love of learning for all stakeholders. Our school campus is a closed campus and visitors can come to the front office for clearance and sign in while visiting our campus. All stakeholders are encouraged to participate in, evaluate, and refine the learning partnership so every child experiences success and no child is left behind. The School is about fifty years old, but the buildings are maintained well. There are forty classrooms, MPR, and an administration building. Half of the classrooms are portables. The school is cleaned and landscaping is maintained by the district. Custodians and the principal work collaboratively to ensure that all work orders are completed and maintain an updated weekly collaboration meeting. Safety is our top priority and we monitor that all classrooms are secure at all times.

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: 10/04/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	MPR: Wall covering damaged in 2 areas Rm 14: Water damage to door under sink Vents: All vents need to be inspected, cleaned and replaced if needed. Many vents throughout campus were dirty.
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	Playground: Large gap at edge of rubber surface
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)	33	28	36	38	50	50
Mathematics (grades 3-8 and 11)	20	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	257	255	99.22	0.78	28.24
Male	121	121	100.00	0.00	21.49
Female	136	134	98.53	1.47	34.33
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	240	238	99.17	0.83	27.31
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	216	214	99.07	0.93	23.83
English Learners	134	133	99.25	0.75	23.31
Students with Disabilities	25	24	96.00	4.00	0.00
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	257	255	99.22	0.78	15.29
Male	121	121	100.00	0.00	12.40
Female	136	134	98.53	1.47	17.91
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	240	238	99.17	0.83	14.29
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	216	214	99.07	0.93	13.55
English Learners	134	133	99.25	0.75	12.78
Students with Disabilities	25	24	96.00	4.00	0.00
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	22.4	11.8	19.7

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 have the opportunity to participate in various school organizations, for example, School Site Council, DAC, English Learners Advisory Committee, DELAC, Parent/Teacher Association, AVID parent meetings, Dual Immersion parent meetings and GATE Parent Committee and provide feedback in decision making. PTA held fund raising activities for field trips, assemblies, and 6th Grade Booster is focused on sixth grade science camp. Parent volunteers assist teachers in the classroom in various ways from cutting to reading with a child.

Community involvement activities include Pedley family picnic, AVID Parent workshops, Parent Involvement Meetings like GATE, ELAC and SSC, and Skills Days.
For more information on how to become involved, please contact Jesus Vargas at (951) 360-2793.

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	0.2	1.6	1.3	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)

Pedley Elementary School in accordance with Senate Bill 187 has safe school strategies that include information on the status of school crime and the following elements: safe school programs; child abuse reporting procedures; disaster response procedures; suspension and expulsion policies pursuant to Education Code 48900, 48915, and 49079; the District's Discipline Handbook and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school as well as during school hours. This plan will be updated every year was most recently approved by our School Site Council in November 2018. Pedley practices fire drills monthly. A disaster drill is held once a year. We have also trained our staff with intruder trainings.

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	23	1	5		19	4	3		21	3	4	
1	28		2		20	4	1		22		5	
2	21	1	1		24		3		17	4	2	
3	22		3		23		2		26		3	
4	23		3		32		2		30		1	
5	26	1	2		20	1	2		28		1	1
6	23	2	2		25	2	3		21	2		2
Other**	17	1			12	1			19	2	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	.1
Speech/Language/Hearing Specialist	1.5
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	10646	2565	8081	85900
District	N/A	N/A	8825	$89,656.00
Percent Difference - School Site and District	N/A	N/A	-8.8	-5.0
State	N/A	N/A	$7,506.64	$82,031.00
Percent Difference - School Site and State	N/A	N/A	24.4	10.9

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 the State-funded Local Control Funding Formula (LCFF) assists the school in providing additional educational opportunities and services for the children of Pedley. Title I and III Funding also provides two intervention teachers that provide instructional support through the Language Intervention Program and also additional instructional support to those students who are working below grade level.

Services available at Pedley include: Special Education-serves students with special needs, bus transportation to and from school, instructional materials, Title I-provides services to low achieving students, Staff Development provides in-services and training to teachers, Local Control-LCAP-provides supplementary programs and instructional materials, and technology training for teachers.

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	3	3	3

Staff development is provided through meaningful activities that assist teachers in staying abreast of new techniques and methodologies in educational topics have focused on improving and meeting the current standards, increasing the rigor in the core curriculum, and effective teaching strategies for English Learners. Our teachers have been trained by Riverside County Office of Education on ELA/ELD and Math Common Core Standards. We have also had training on Balanced Math, DIBELS, IDEL, ELPAC, McGraw Hill, Next Generation Science Standards, AVID Elementary, Inclusion, Impact Teams, Project GLAD, Inclusion, Guided Reading and SEL-Social and Emotional Learning. We have attended conferences, provided staff development on campus after school and provided individual mentoring support through our district Instructional coaches. Staff development activities reflect a planned, focused and coordinated program which addresses both individual and school wide goals. Staff members are involved in the process of identifying areas of need in order to set interventions for students during Universal Access and small group instruction time. Staff development activities concentrate on improving the school program for students and upgrading skills of the school staff in order to increase student achievement. Some of the staff development focused on the needs of English Learners, Math FUN, Poster Method, Next Generation Science Standards and data from our SBAC testing. We work collaboratively with the district by having site teachers represent us at the district Units of Study. Our focus this year 18-19 will be on 3rd grade Impact Team training.