

Peralta 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	Peralta Elementary School
Street	6450 Peralta Place
City, State, Zip	Jurupa Valley, CA 92509
Phone Number	951 222-7701
Principal	Ron Zahnd
Email Address	ron_zahnd@jUSD.k12.ca.us
Website	www.jurupausd.org/schools/peraltaelementary
County-District-School (CDS) Code	33 67090 6113518

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-

Peralta's school-wide mission is to create a positive learning environment that prepares students for a future of life-long learning and helps produce ethical, responsible, and productive citizens.

Principal's Message-

Peralta's school-wide mission is to create a positive learning environment that prepares students for a future of lifelong learning and helps produce ethical, responsible, and productive citizens.

Peralta is an AVID Elementary. At Peralta, we strive to instill in our students a belief in themselves and in their futures. Becoming part of the AVID Network of Schools correlates wonderfully with our goals. We demonstrate our Culture of Universal Achievement with our long standing beliefs about our roles in students' success. Our AVID pledge: We commit to creating a compassionate, collaborative school community that knows no limits to the academic success of each student. Our AVID goal: All Peralta students will make yearly progress toward meeting or exceeding state standards in reading, writing, and mathematics. In doing so, these academic foundations will lead them toward college and career readiness.

Peralta Elementary School opened in 1996. It is a lovely campus featuring a unique architectural design with classrooms and playgrounds located on multiple levels. We provide high-quality instruction to support our diverse students.

At Peralta, we strive to provide all students with a wide variety of academic experiences. It is our goal to meet all of their needs, whether through additional support because they are performing below grade level or enrichment activities because they are advanced. As a result, we have developed a number of programs to support our students. We created an Intervention Program for our students demonstrating literacy deficiencies in primary and upper grades. Students receive extra support with fluency, phonemic awareness, letter recognition, letter sounds, and guided reading to develop literacy skills. We have also established a pull-out and push-in program for our GATE students. These sessions provide multiple opportunities for our Gifted and Talented children to explore various academic areas of study such as music and art history as well as government, architecture and more.

Peralta has a collaborative and consultation service model for students on Individual Education Plans receiving Resource Specialist services. A nurse is present approximately one day per week and a school psychologist is present approximately three days per week. Counseling services are available through the district and with referral. A health clerk serves students for three hours each day and a Language, Speech and Hearing specialist is on site daily.

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

Grade Level	Number of Students
Kindergarten	100
Grade 1	75
Grade 2	69
Grade 3	78
Grade 4	72
Grade 5	71
Grade 6	85
Total Enrollment	550

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.7
Asian	1.1
Filipino	0.7
Hispanic or Latino	82.5
Native Hawaiian or Pacific Islander	1.1
White	10.4
Two or More Races	0.4
Socioeconomically Disadvantaged	76.2
English Learners	32
Students with Disabilities	13.6
Foster Youth	0.7
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	25	26	819
Without Full Credential	1	1	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-6), 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 safety, cleanliness, and adequacy of our school are a high priority to the district. Overall, school grounds and facilities are in good repair. Our custodial staff consists of one daytime and one evening custodian who perform basic cleaning operations throughout the campus. The Districts 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 a 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: 11/25/2019

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)	35	36	36	38	50	50
Mathematics (grades 3-8 and 11)	26	28	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	308	304	98.70	1.30	35.53
Male	166	164	98.80	1.20	28.05
Female	142	140	98.59	1.41	44.29
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	257	254	98.83	1.17	35.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	33	33	100.00	0.00	36.36

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	230	226	98.26	1.74	30.53
English Learners	142	139	97.89	2.11	29.50
Students with Disabilities	58	57	98.28	1.72	5.26
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	308	304	98.70	1.30	27.63
Male	166	164	98.80	1.20	26.83
Female	142	140	98.59	1.41	28.57
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	257	254	98.83	1.17	25.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	33	33	100.00	0.00	30.30
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	230	226	98.26	1.74	23.01
English Learners	142	139	97.89	2.11	22.30
Students with Disabilities	58	57	98.28	1.72	5.26
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	23.3	16.4	38.4

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)

The diversity of our students and their families is valued at Peralta. Peralta encourages parent involvement in the School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent-Teacher Association (PTA), and classroom and schoolwide volunteer opportunities. Peralta is proud to have a partnership with our parents. We strive to provide multiple opportunities for parents to be a part of the learning process. Peralta teachers make every effort to encourage open communication with parents. We make sure our teachers are available and provide various opportunities for informal and formal parent conferences. In addition, parents are always notified about and invited to school events through a variety of resources such as agendas, the district TeleParent phone-system, flyers, and the marquee. Peralta believes in teamwork, which encompasses all aspects of home and school. We believe parents and staff working together provides our students the best educational opportunities possible. Peralta staff members are striving toward providing multiple opportunities for parents to become involved in their children's education. We provide a minimum of three AVID Parent Workshops. Additionally, multiple offerings are made during the day such as nutrition education workshops, parent involvement trainings, positive behavior intervention information, and AVID information.

For more information on how to become involved, please contact principal Ron Zahnd at (951) 222-7701

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	0.5	0.3	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)

Peralta staff places a focus on safety, health, and the well-being of our students. Three areas to ensure our school is a safe and secure learning environment include; planning, prevention, and intervention. Peralta's Safe School Plan is updated annually and is kept on file at the district office and in the school office. Every staff member is part of the development and implementation of the emergency plan (SEMS positions and responsibilities). The districtwide Safety Task Force inspects campuses and works with staff to ensure a safe facility and the district Safe Schools Committee sets direction and provides resources for violence, drug, alcohol, and tobacco prevention.

In accordance with Senate Bill 187, Peralta Elementary School employs safe school strategies that include information on the status of school crime and the following elements: safe school programs; child-abuse reporting procedures; disaster-response procedures; suspension and expulsion policies pursuant to Education Code Sections 48900, 48915, and 49709; 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. The plan is updated annually and was most recently approved by the School Site Council in March 2019.

The PTA makes a monetary donation to update and build upon our emergency supplies. We have been compiling emergency water and food supplies, blankets, first-aid supplies, radios, flashlights, and tools recommended for use in a disaster. Peralta has emergency backpacks in each classroom that contain basic first-aid supplies, as well as the necessary equipment and documentation for an evacuation. Our students are trained on how to evacuate quickly and safely.

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	21	1	3		22	1	4		21	2	3	
1	24		4		24		2		24		3	
2	21	1	2		26		3		20	3		
3	20	2	2		22	1	2		22	1	3	
4	26	1	2		31		2		33			2
5	22	1	4		28		4		32		1	1
6	25	1	3		22	1	3		28		3	
Other**					13	2			15	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	1.0
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	1.0
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	10481	2418	8063	91564
District	N/A	N/A	8825	\$89,656.00
Percent Difference - School Site and District	N/A	N/A	-9.0	1.4
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	23.9	14.0

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 local and state funds, Peralta Elementary School receives special state and federal funds for programs such as Local Control Funding Formula (LCFF) to support supplemental increased and improved services to students, Title I (federal program to assist students not meeting academic standards), and Title III (a federal program used to assist with the implementation of Jurupa's program for English learners).

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

Category	District Amount	State Average For Districts In Same Category
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

The Jurupa Unified School district is committed to providing high-quality, research-based professional development to all of its teachers. Training initiatives include the implementation of California Common Core State Standards for mathematics (RCOE, provider); Positive Behavioral Interventions and Supports (PBIS; JUSD Special Education Department, provider); use of the GradeBook online grading and reporting system (JUSD Education Technology Department, provider); Step Up to Writing (JUSD Education Services Professional Development Program, provider); Five Easy Steps to a Balanced Math Program (Leadership and Learning Center training, provider); English language arts and math Units of Study (Leadership and Learning Center Rigorous Curriculum Design consultants and Jurupa writing committee teachers, providers); transitional kindergarten teacher training (JUSD Education Services Professional Development Program, provider); Go Math! textbook training (Houghton Mifflin Harcourt consultants, providers); and GATE teacher training (Dr. Susan Daniels, The Summit Center, provider). These trainings provide teachers with the skill and tools necessary for implementing high-quality instruction to a range of students in their TK-12 classrooms. Peralta Elementary School teachers have also received professional development training for AVID.

Peralta's 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 to examine program effectiveness and 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 at the beginning of the year and include grade-level and whole staff opportunities for professional growth and collaboration.