February 1, 2022

Dear Parents/Guardians,

The Governing Board of the Jurupa Unified School District takes pride in announcing that the 2020-2021 annual School Accountability Report Card (SARC) for Peralta Elementary School has been issued.

The report card, required by Proposition 98 (November 1988), contains information about a variety of school conditions including student achievement, discipline, expenditure, attendance, instructional materials, the school facility, and the program quality.

The report card and its appendices are available for viewing on the Jurupa Unified School District webpage at www.jurupausd.org, the school's web page or in the school office. A copy of the report card itself will be provided upon request from the school office.

1 de febrero del 2022

Estimados padres/tutores,

La Junta de Gobierno del Distrito Escolar Unificado de Jurupa se enorgullece en anunciar que se ha emitido el Informe de Responsabilidad Escolar (SARC) anual 2020-2021 para la Escuela Primaria Peralta.

El informe, requerido por la Proposición 98 (noviembre de 1988), contiene información sobre una variedad de condiciones escolares, incluidos el rendimiento estudiantil, la disciplina, los gastos, la asistencia, los materiales de instrucción, las instalaciones escolares y la calidad del programa.

El informe y sus apéndices están disponibles en la página web del Distrito Escolar Unificado de Jurupa en www.jurupausd.org, la página web de la escuela o en la oficina de la escuela. Se proporcionará una copia del informe si se solicita en la oficina de la escuela.

Sincerely/Atentamente,

Melinda Schlosser
Principal/Directora

LEARNING WITHOUT LIMITS

Melinda Schlosser, Principal 6450 Peralta Place, Jurupa Valley, CA 92509 T 951.222.7701

January 28, 2022

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Sincerely/Atentamente,

Melinda Schlosser
Principal/Directora

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Peralta Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

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

2021-22 School Contact Information

School Name	Peralta Elementary School
Street	6450 Peralta Place
City, State, Zip	Jurupa Valley, CA 92509
Phone Number	951-222-7701
Principal	Melinda Schlosser
Email Address	melinda_schlosser@jusd.k12.ca.us
School Website	https://jurupausd.org/schools/PeraltaElementary/Pages/Default.aspx
County-District-School (CDS) Code	33 67090 6113518

2021-22 District Contact Information

District Name	Jurupa Unified School District
Phone Number	951-360-4100
Superintendent	Dr. Trenton Hansen
Email Address	JUSD.Superintendent@jusd.k12.ca.us
District Website Address	https://jurupausd.org/

2021-22 School Overview

Peralta Elementary School is a TK-6 elementary school in the Jurupa Unified School District. Peralta Elementary School is located in the city of Jurupa Valley, in Riverside County. It is a school wide Title I school with 514 students. All classrooms from transitional kindergarten through third grade participate in a flexible class size reduction program. Peralta teachers are fully credentialed, highly qualified, and EL authorized. There are currently 19 classroom teachers, three special education teachers, and 3 intervention teachers.

The school year consists of 180 days of instruction with 37 days being minimum days to allow for professional development and collaboration among teachers. Our staff has created a campus with a family friendly environment where all students and staff are given the best education possible as well as support in all aspects of the education process. Our campus is a closed campus where all visitors sign in at the front office. Students utilize Chromebooks to enhance their learning and are able to, at most grade levels, take the Chromebooks home in order to extend their learning opportunities within their individual homes.

The students at Peralta Elementary School are from diverse backgrounds. We have a majority Hispanic population representing 83% of our student enrollment. We are 9.5% White, 3.7% African American, 2.1% Asian/Pacific Islander, and .1% Native American. Our students receive an education that is tailored to not only their academic needs, but their language needs as well. We currently have 31% of students who are English Learners. Our free and reduced lunch rate is currently 47.08%.

Peralta has a collaborative and consultation service model for students in Individual Education Plans (IEP) receiving Resource Specialist services. We are an inclusion school for our special education students where they are able to remain in the general education classroom while receiving services and support. There is Speech and Language support on campus five days a week, counseling services available two days a week, and a Psychologist on site 2-3 days a week.

The three focus areas of the Local Control Accountability (LCAP) are addressed in the school plan. These areas include college and career readiness; safe, orderly, and inviting learning environments; along with student and community engagement.

Mission Statement:
Peralta's mission is to create a positive learning environment that prepares students for career and college readiness.

Vision Statement:
Peralta Elementary School offers high quality educational programs that are both innovative and address California State Standards. Our expectation is that all students will excel in every academic capacity, and the school will have a reputation for high quality. At Peralta, we value the need to prepare students for college and career. We are an AVID ELementary School that shares the belief that it is our responsibility to provide every child with an education that prepares them for college. The entire Peralta staff is dedicated to providing an environment that promotes and reinforces a safe campus so that each student can attain his or her potential.

The school's educational programs will develop the academic, social, emotional, and physical well being of every student. Students will be well prepared to work independently and collaboratively to solve complex problems. Competent research skills will be an expectation for all students and each student will have a working knowledge of technology as a tool for learning in the 21st Century. Classrooms will be outfitted with appropriate high quality learning resources including Chromebooks for all students, document cameras, laptops, and projectors for all teachers.

An active parent partnership program will provide the parent community many opportunities to interact with their child's education both at home and at school. Adults will share the joys of reading success and encourage students to reach their full potential. Peralta believes that learning is a lifetime commitment for everyone.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	64
Grade 2	82
Grade 3	66
Grade 4	64
Grade 5	72
Grade 6	72
Total Enrollment	487

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	1
Black or African American	3.3
Filipino	0.6
Hispanic or Latino	82.8
Native Hawaiian or Pacific Islander	0.6
Two or More Races	1.2
White	9.2
English Learners	29.8
Foster Youth	0.8
Homeless	0.8
Socioeconomically Disadvantaged	76.2
Students with Disabilities	14.2

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

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

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

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

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

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

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

2019-20 Class Assignments

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

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

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

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

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

Year and month in which the data were collected	September 13, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption?	Assigned Copy
Reading/Language Arts	World of Wonders (TK), Wonders (Grades K-6), McGraw Hill Education Publishers (2017), NWEA (Grades TK-6) (2021), Wonders ELD & Maravillas ELD (Grades K-6), McGraw Hill Education Publishers (2017)	Yes	0
Mathematics	My Math (Grades TK-5), McGraw Hill Education Publishers (2013), California Math Course 1(Grade 6), McGraw Hill Education Publishers (2015)	Yes	0
Science	California Science (Grades K-6) Houghton Mifflin Harcourt Publishers (2008)	Yes	0
History-Social Science	History-Social Science (Grades K-6), Houghton Mifflin Harcourt Publishers (2007)	Yes	0

School Facility Conditions and Planned Improvements

Our custodial staff, consisting of 1 daytime custodian and 1 evening custodian, perform basic cleaning operations in every classroom on a regular basis. The safety, cleanliness, and adequacy of our school facilities are a high priority to the District. Overall, school grounds and facilities are in good repair maintenance does an excellent job at maintaining the facilities. The District's Deferred Maintenance Plan is assessed and updated every year. Work generated by the Deferred Maintenance Plan is generally completed during the summer months. Fire inspections are conducted on an annual basis and any issues are addressed immediately. The District also has an internal inspection team conducting annual safety inspections of all sites. All safety-related items are handled as top priority.

Safety is maintained through the coordination and efforts of several different agencies, including the local fire department, Keenan and Associates (Administrator of Workers' Compensation), Industrial Indemnity (Liability Insurance Carrier), the district safety committee, and our own school custodians.

Peralta Elementary School has 8 Activity Supervisors to support student safety. Peralta Elementary School in accordance with Senate Bill 187 has safe school strategies that include information on the status of school crime and the following elements: Safe school programs; child abuse reporting procedures; disaster response procedures; suspension and expulsion policies pursuant to Education Code Section 48900, 48915, and 49079; the District's Discipline Handbook and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school as well as during school hours. This plan will be updated every year and approved by our School Site Council by March.

Year and month of the most recent FIT report	10/12/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Rm 9 Air vent dirty
Interior: Interior Surfaces	X			Rm 2 Stain Ceiling Tile
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Rm 26 Light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External:	X			Lower Grade Playground Rubber matting needs repair or replacement

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/Doors/Gates/Fences			Upper Grade Playground Rubber matting needs repair or replacement

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	**State Priority: Pupil Achievement**

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	276	NT	NT	NT	NT
Female	149	NT	NT	NT	NT
Male	127	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	230	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	25	NT	NT	NT	NT
English Learners	66	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	208	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	276	NT	NT	NT	NT
Female	149	NT	NT	NT	NT
Male	127	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	230	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	25	NT	NT	NT	NT
English Learners	66	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	208	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	NT	NT	NT	NT

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

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

iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Student Groups	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Total Enrollment	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Number Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Percent Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Percent Not Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Percent At or Above Grade Level

All Students	277	260	93.86	6.14	25.38
Female	149	141	94.63	5.37	26.95
Male	128	119	92.97	7.03	23.53
American Indian or Alaska Native	0	0	0	0	0
Asian	3	3	100	0	0
Black or African American	9	9	100	0	33.33
Filipino	2	2	100	0	100
Hispanic or Latino	231	215	93.07	6.93	24.65
Native Hawaiian or Pacific Islander	2	2	100	0	50
Two or More Races	2	2	100	0	50
White	25	24	96	4	20.83
English Learners	68	60	88.24	11.76	3.33
Foster Youth	4	4	100	0	0
Homeless	1	1	100	0	0
Military	1	1	100	0	0
Socioeconomically Disadvantaged	207	193	93.24	6.76	18.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	47	92.16	7.84	8.51

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

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

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

iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Student Groups	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Total Enrollment	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Number Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Percent Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Percent Not Tested	iStation ELA and Math (Grades 3-5), Read 180 ELA (Grade 6), MDTP Math (Grade 6) Percent At or Above Grade Level
All Students	277	258	93.14	6.86	10.08
Female	149	140	93.96	6.04	8.57
Male	128	118	92.19	7.81	11.86
American Indian or Alaska Native	0	0	0	0	0
Asian	3	3	100	0	0
Black or African American	9	9	100	0	11.11
Filipino	2	2	100	0	50
Hispanic or Latino	231	213	92.21	7.79	9.86

Native Hawaiian or Pacific Islander	2	2	100	0	0
Two or More Races	2	2	100	0	0
White	25	24	96	4	12.5
English Learners	68	57	83.82	16.18	1.75
Foster Youth	4	3	75	25	0
Homeless	1	0	0	100	0
Military	1	1	100	0	0
Socioeconomically Disadvantaged	207	192	92.75	7.25	6.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	46	90.2	9.8	2.17

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

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	NT	NT	NT	NT
Female	39	NT	NT	NT	NT
Male	34	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	63	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	13	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parent involvement is essential to student success at Peralta Elementary School. Teachers and staff make every effort to get parents involved in their child's education. They do this through constant communication, attentiveness to student needs, and providing opportunities for parents to be involved. Teachers and parents have two way communication through Class Dojo, and parents are sent information via Parentsquare, Facebook, PeachJar, the school marquee, and fliers. At Peralta, we make every effort to meet the needs of parents and make time to meet face to face and via Zoom meetings.

Parents can be involved in the school as a part of the School Site Council. While official members are elected, all parents are welcome to attend the meetings. At these meetings, decisions are made that impact student learning and the running of the school. Parents get to make decisions regarding how site monies are spent and programs that are added to our program. The School Site Council collaborates with the principal and staff to examine program effectiveness and site safety.

The Parent Teacher Association works to raise funds for students and teachers through a variety of fundraising opportunities. These funds are used to thank teachers for their hard work and to celebrate students. The PTA is an integral part of the Peralta family and they work tirelessly to increase parent and community involvement at the school site. School wide events are also planned by the PTA including but not limited to Red Ribbon Week, school carnivals and festivals, Book Fairs,the Annual Turkey Trot, Assemblies, and family nights.

An English Learner Advisory Committee (ELAC) advises the SSC, the principal, and staff on issues related to the education of English Language Learners. This team of parents also represents Peralta Elementary School at the district level. They learn tips and strategies to support their child's education and set agendas to learn how to navigate through the public school system. Additionally, there are opportunities for parents to be involved in the Gifted and Talented Education program through a parent advisory committee.

Parents can contact the Peralta Elementary School at 951-222-7701 and speak to Teresa Lopez on how to get involved at the school.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	504	501	72	14.4
Female	253	252	32	12.7
Male	251	249	40	16.1
American Indian or Alaska Native	0	0	0	0.0
Asian	5	5	0	0.0
Black or African American	17	17	1	5.9
Filipino	3	3	0	0.0
Hispanic or Latino	416	414	66	15.9
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	6	6	0	0.0
White	45	45	4	8.9
English Learners	152	152	27	17.8
Foster Youth	7	7	2	28.6
Homeless	7	7	2	28.6
Socioeconomically Disadvantaged	387	385	67	17.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	73	73	8	11.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.33	0.00	3.58	0.02	3.47	0.20
Expulsions	0.00	0.00	0.34	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.54	2.39	2.45
Expulsions	0.18	0.21	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Peralta Elementary School, in accordance with Senate Bill 187, has safe school strategies that include information on the status of school crime and the following elements: safe school programs; child abuse reporting procedures: disaster response procedures; suspension and expulsion policies pursuant to Education Code Section 48900, 48915, and 49079; the District's Displine Handbook and Secual 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.

Peralta ELementary School supports a Red Ribbon Week each year to promote a community that is drug free. We celebrate with special guests, and incentives for students. Peralta also utilizes a positive approach to discipline where students are taught to be safe, be respectful, be responsible, be kind, and be ready. Teachers also work daily to support students' social, emotional learning.

The plan is updated yearly and approved by the School Site Council. Staff and students practice drills including fire drills, lockdowns, lockouts, and disaster drills are held twice a year. Our site has emergency water, food supplies, first aid supplies, radios, lights, and tools for emergency situations. The Riverside County Fire Department and the JUSD Safety COmmittee hold regular safety inspections. The school safety plan was most recently updated in November 2021.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	3	
1	24		3	
2	20	3		
3	22	1	3	
4	33			2
5	32		1	1
6	28		3	
Other	15	1		

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	6		
1	26		3	
2	25		3	
3	21	1	2	
4	23	1	2	
5	24	1	2	
6	24	1	2	

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	6		
1	21		3	
2	27		3	
3	21	1	3	
4	32		2	
5	24	1	2	
6	24	1	2	
Other	26	1		1

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13012.92	3924.44	9088.48	91200.77
District	N/A	N/A	9044.52	$92,546
Percent Difference - School Site and District	N/A	N/A	0.5	-1.5
State			$8,444	$86,376
Percent Difference - School Site and State	N/A	N/A	7.4	5.4

2020-21 Types of Services Funded

Funds were spent for general education, inclusion, and state and federally funded special projects. In addition to state and local revenues received for general education, Peralta Elementary School received state and federal money for programs including CARES, Title I, Title III, and LCFF.

2019-20 Teacher and Administrative Salaries

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

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

Professional Development

The Jurupa Unified School district is committed to providing high-quality, research-based professional development to all its teachers. Professional development continues to focus on ELA and Math Units of Study (Leadership and Learning Center Rigorous Curriculum Design consultants and Jurupa writing committee teachers, providers). There was also a focus on expanding Impact Team training and to scale up to other grade levels to increase teacher and student efficacy. Professional development will be provided to these new teachers in order to bring them along on the path of Impact Teams. Teachers will be trained on unpacking the CA State Standards, developing success criteria, and following up with the creation of assessments to determine student mastery of standards.

Professional development through ALLUDO allows teachers to self-select modules to meet their professional goals. These trainings provide teachers with the skills and tools necessary for implementing high-quality instruction to a range of TK-12 classrooms. Teachers and staff helped to identify safety and health concerns, technology/equipment needs, tools to support student engagement and digital learning and assessment. There is also training to support the social-emotional well being of students. Through professional development, teachers are able to collaborate with other teachers within their own school and among teachers from other sites.

By having site experts who receive additional training and professional development, teachers are able to gain new insights and understanding of how to increase their effectiveness. Each site has a technology teacher who is able to provide in depth professional development on technology integration and using technology to reach families. In addition, Balanced Math Facilitators support math instruction at each site.

The 2021-22 planned professional development days include 36 partial days and 1 full day.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	37	37	37

Jurupa Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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2020-21 Local Accountability Report Card (LARC) Addendum Overview

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On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

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2021-22 District Contact Information	
District Name	Jurupa Unified School District
Phone Number	951-360-4100
Superintendent	Dr. Trenton Hansen
Email Address	JUSD.Superintendent@jusd.k12.ca.us
District Website Address	https://jurupausd.org/

2020-21 CAASPP Test Results in ELA by Student Group

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

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

2020-21 CAASPP Test Results in Math by Student Group

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

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

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

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

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

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

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

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

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

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

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