

Peres 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	Peres Elementary School
Street	719 Fifth Street
City, State, Zip	Richmond, CA 94801-2655
Phone Number	(510) 231-1407
Principal	Jawan Eldridge
Email Address	jeldridge@wccusd.net
Website	www.wccusd.net/peres
County-District-School (CDS) Code	07617966004907

Entity	Contact Information
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
Email Address	matthew.duffy@wccusd.net
Website	www.wccusd.net

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

At Peres K-8 School, we believe that all learners can and will succeed in a rigorous educational environment. We value and instill the principles of efficacy, emphasizing a "work hard, get smart" mindset for students and staff. the use of data-driven instruction ensures that we remain focused on our goal of proficiency and college readiness for all students. Our structured school environment aims to not only build academic proficiency, but also develop string character.

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

Grade Level	Number of Students
Kindergarten	89
Grade 1	80
Grade 2	79
Grade 3	66
Grade 4	66
Grade 5	64
Grade 6	64
Grade 7	41
Total Enrollment	549

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	15.5
American Indian or Alaska Native	0.5
Asian	2
Filipino	0.5
Hispanic or Latino	76.7
Native Hawaiian or Pacific Islander	0.4
White	2
Two or More Races	2.4
Socioeconomically Disadvantaged	96.4
English Learners	56.6
Students with Disabilities	12.8
Foster Youth	0.4
Homeless	3.5

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	24	20	22	1241
Without Full Credential	2	5	7	111
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	21

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	1	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: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures & Triumphs, c2010 - adopted 2012 McGraw Hill Treasures ELD Wonders, c 2010 - adopted 2012 Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 McGraw Hill StudySync, grades 6-8, c2017 - adopted 2017 National Geographic Inside, ELD 1-4, c2014 - adopted 2014	Yes	0%
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6-8, c2015 - adopted 2017	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Scott Foresman Science, grades K-5, c2008 - adopted 2008 Pearson Science, grades 6-8, c2008 - adopted 2008	Yes	0%
History-Social Science	McGraw Hill California Vistas grades K-5, c2007 - adopted 2007 TCI History Alive, grades 6-8, c2005 - adopted 2005	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: May 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Check with the teacher in room K-3, it may be necessary to change the air filter.
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Check the main entrance door of K-3 by the breezeway. At the bottom is a large space that allows mice and other small creatures to enter the classroom. Clean under the drinking fountain by the boys and girls restroom by room 22. Clean under the drinking fountain by the boys' and girls' restrooms by room 13. Clean under the drinking fountain by the boys' and girls' restrooms by room 11.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	<p>Replace the light fixture in the boys restroom by room 4.</p> <p>Two light fixtures are out in the girls restroom by room 22.</p> <p>Replace the light fixture in the kitchen by the speedline.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	<p>The sink in the boys' restroom by the MPR is leaking badly from the bottom.</p> <p>Replace the plug valve above the urinals.</p> <p>Check the toilet in the boys' restroom by room 4. It has been having problems flushing.</p> <p>Room K-3 is a kindergarten class. The teacher was complaining that the students have a hard time using the sink's faucet. It is a push button and is too hard for them. It may be necessary to change the faucet.</p> <p>The drinking fountain by room 22 has low pressure and is leaking.</p>
Safety: Fire Safety, Hazardous Materials	Good	All gates with panic hardware must be unlocked with the chain off during school hours, see gates by room K-4, storage room, room 19, and by K-2.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	<p>Check the back door of room K-3. The teacher said sometimes the door does not close shut.</p> <p>The back door is not shutting in room 6. The lock is loose and the door closer may need to be adjusted.</p> <p>Wires are showing in the mat at the play structure by room K-2.</p>
Overall Rating	Fair	

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)	26	26	36	36	50	50
Mathematics (grades 3-8 and 11)	19	19	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	311	306	98.39	1.61	26.14
Male	145	143	98.62	1.38	23.08
Female	166	163	98.19	1.81	28.83
Black or African American	42	41	97.62	2.38	17.07
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	243	239	98.35	1.65	26.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	296	293	98.99	1.01	25.26
English Learners	228	224	98.25	1.75	25.45
Students with Disabilities	48	47	97.92	2.08	6.38
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	36.36

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	311	303	97.43	2.57	19.14
Male	145	142	97.93	2.07	21.83
Female	166	161	96.99	3.01	16.77
Black or African American	42	39	92.86	7.14	12.82
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	243	238	97.94	2.06	18.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	296	290	97.97	2.03	18.28
English Learners	228	224	98.25	1.75	17.41
Students with Disabilities	48	46	95.83	4.17	6.52
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	9.09

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	16.7	16.7	1.5
7	15.9	6.8	6.8

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 at Peres K-8 School will have opportunities to:

- Review and receive training in the Title I School-Level Parent Involvement Policy.

- Support teaching and learning by volunteering as classroom aides, chaperones, etc.
- Access on-site parent education.
- Receive training in parenting and student educational advocacy through the Latina Center Program

Parental involvement activities include:

- Parent Grade Level Meetings
- Common Core Literacy Night
- Title I Parent Meetings
- Parenting Workshops
- School Site Council
- English Language Advisory Committee
- African American School Advisory Team
- Peres Dental Program
- Parent Coffee Club
- Walking School Bus
- Parent University
- English Class for Parents
- Common Core Math Night
- Parent Volunteer Crossing Guard Program

SCHOOL COMMUNITY WORKER: works with parents to provide information about resources that are available at Peres K-8 School as well as resources that are available in the community. Guest speakers from the Contra Costa County Health Services and the City of Richmond will provide a series of skilled training to meet the needs of all of our stakeholders. School community workers and the Parent liaison are both responsible in assisting parents to navigate the community systems to ensure that they are properly aware of available resources.

SCHOOL SITE COUNCIL (SSC): The role of the SSC is to give parents, faculty and staff more on-site decision-making ability by giving individuals the opportunity to work together in planning school program improvements. Every elementary school must have a School Site Council composed of five parents/community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC): Monthly ELAC meeting is held to provide parents of English language learners with information to support their children's education.

AFRICAN AMERICAN SCHOOL ADVISORY TEAM (AASAT): Monthly AASAT meeting is held to provide parents of African American students with information to support their children's education.

PARENT COFFEE CLUB: takes place every other Friday with the goal of bringing parents to discuss topics of mutual interest that will help support their children's academic and behavioral needs. A major focus of ours is to assist all parents in reinforcing grade-level standards at home. Our community workers assist with planning special events, training, and grade-level data meetings.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

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	6.9	6.4	7.5	5.9	5.8	5.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide for a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in January 2020. A copy of the Comprehensive School Safety plan will be available for review on the district's website in February 2020.

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	4		20	1	5		18	2	3	
1	24		3		24		3		24		3	
2	24		3		23		3		22	1	3	
3	23		3		24		3		22		3	
4	27		3		33			2	33			2
5	26		3		27	1	1	1	32		2	
6	28		2		31		2		32		10	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.0
Other	

*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	\$6,877.93	\$2,054.15	\$4,823.78	\$67,338.72
District	N/A	N/A	\$7,641.88	\$70,833.00
Percent Difference - School Site and District	N/A	N/A	-45.2	-5.1
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-43.5	-20.1

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)

The following are programs/services available at the school that support and assist students:

- AMAZON.COM
- BAY AREA COMMUNITY R
- COMMITTEE FOR CHILDR
- CONVERGEONE INC
- D & D SECURITY ENTER
- HEINEMANN COMPANY
- LAKESHORE LEARNING
- LOS MOLES EL CERRITO
- LOVE LEARN SUCCESS
- MORE PREPARED LLC
- NESTLE WATER NORTH A
- PERES ASB
- RENAISSANCE LEARNING
- S & S WORLDWIDE
- SCHOOL MATE
- SOUTHWEST SCHOOL & O
- TEACHERS COLLEGE
- WEST COAST LITERACY
- WHETSTONE EDUCATION
- ZSHARP

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,360	\$48,612
Mid-Range Teacher Salary	\$72,730	\$74,676
Highest Teacher Salary	\$94,500	\$99,791
Average Principal Salary (Elementary)	\$106,868	\$125,830
Average Principal Salary (Middle)	\$116,689	\$131,167

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	\$129,673	\$144,822
Superintendent Salary	\$260,000	\$275,796
Percent of Budget for Teacher Salaries	27%	34%
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	12	12	12

Professional Development at Peres consists of the following components:

1. School-wide Lucy Calkins Unit of Study writing professional development through our hub schools
2. Staff also attends seminars, conferences, and workshops that are aligned to our SPSA Smart Goals

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators, and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards-based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, differentiated instruction, and educational technology. In addition, training is made available in classroom management, curriculum implementation, effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

WCCUSD Common Core State Standards Key Areas of Focus

Professional developments will enhance the strong collaboration and hard work of Peres teachers through useful, inspiring and targeted sessions designed around the WCCUSD CCSS key areas of focus. Teachers will provide meaningful feedback on areas where they would like more PD so that sessions are relevant to the needs of our staff, and teacher volunteers will be involved in the planning and leading of PD.

PD plans for Peres Elementary Aligned to CCSS Key Areas of Focus:

Focus Area #1: Mathematics

- Formative Assessments
- Increasing opportunities for student discourse (collaborative conversations) and developing academic vocabulary through number talks, three reads, and lesson study.
- Using and scoring authentic performance tasks/assessments including item analysis

Focus Area #2: English Language Arts

- Including more informational reading and writing in daily practice and citing evidence from text (using the close reading strategy)
- Increasing opportunities for student discourse (collaborative conversations) and developing academic vocabulary

- Using genuine formative assessments to guide instruction frequently

Focus Area #3: English Language Development

- Providing daily, rigorous English Language Development (ELD) instruction
- Developing and citing daily language objectives that frame opportunities for student discourse
- Using genuine formative assessments to guide instruction frequently

Professional Development will take place on the first Wednesday of each month for staff development. Teachers will also attend WCCUSD training. Each focus area was determined as a result of Math, ELA, and ELD benchmarks.