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Peres Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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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 http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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

Contact Information (School Year 2016-17)

School 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
E-mail Address	jeldridge@wccusd.net
Web Site	www.pereselementary.org/
CDS Code	07-61796-6004907

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

School Description and Mission Statement (School Year 2016-17)

At Peres Elementary 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 strong character.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	102
Grade 1	69
Grade 2	74
Grade 3	78
Grade 4	81
Grade 5	63
Grade 6	69
Total Enrollment	536

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	19.4
American Indian or Alaska Native	0.2
Asian	1.9
Filipino	0.9
Hispanic or Latino	75.4
Native Hawaiian or Pacific Islander	0.2
White	0.7
Two or More Races	0.7
Socioeconomically Disadvantaged	97.8
English Learners	59.1
Students with Disabilities	13.1
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	27	25	22	22
Without Full Credential	1	3	4	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (TK-6) / 2012	Yes	0%
Mathematics	McGraw-Hill, My Math (TK-5) / 2016 Macmillan-McGraw Hill, Everyday Math (gr 6) / 2008 or McGraw Hill, Math Course 1 (gr 6) / 2016	Yes	0%
Science	Scott Foresman, Science (K-6) / 2008	Yes	0%
History-Social Science	Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Peres Elementary has undergone major renovation. A total of five new buildings were constructed. School facilities are cleaned daily by custodial staff, and the head custodian monitors repairs.

School Facility Good Repair Status (Most Recent Year)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: July 2016

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	30	33	33	35	44	48
Mathematics	18	16	23	25	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	76	76	100.0	25.0
	4	80	79	98.8	30.4
	5	66	62	93.9	46.8
	6	69	69	100.0	30.4
Male	3	27	27	100.0	14.8
	4	46	45	97.8	24.4
	5	29	28	96.5	39.3
	6	32	32	100.0	25.0
Female	3	49	49	100.0	30.6
	4	34	34	100.0	38.2
	5	37	34	91.9	52.9
	6	37	37	100.0	35.1
Black or African American	3	18	18	100.0	11.1
	4	16	15	93.8	13.3
	5	12	9	75.0	44.4
	6	11	11	100.0	36.4
Asian	3	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
Filipino	5	--	--	--	--
Hispanic or Latino	3	55	55	100.0	27.3
	4	63	63	100.0	33.3
	5	48	47	97.9	46.8
	6	57	57	100.0	29.8
White	4	--	--	--	--
Two or More Races	3	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	76	76	100.0	25.0
	4	79	78	98.7	30.8
	5	66	62	93.9	46.8
	6	69	69	100.0	30.4
English Learners	3	47	47	100.0	17.0
	4	35	35	100.0	5.7
	5	22	21	95.5	9.5
	6	32	32	100.0	6.3
Students with Disabilities	3	12	12	100.0	
	4	12	12	100.0	
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	76	76	100.0	11.8
	4	80	79	98.8	27.9
	5	66	63	95.5	17.5
	6	69	69	100.0	4.3
Male	3	27	27	100.0	11.1
	4	46	45	97.8	22.2
	5	29	28	96.5	17.9
	6	32	32	100.0	9.4
Female	3	49	49	100.0	12.2
	4	34	34	100.0	35.3
	5	37	35	94.6	17.1
	6	37	37	100.0	
Black or African American	3	18	18	100.0	11.1
	4	16	15	93.8	
	5	12	9	75.0	
	6	11	11	100.0	
Asian	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	5	--	--	--	--
Hispanic or Latino	3	55	55	100.0	10.9
	4	63	63	100.0	33.3
	5	48	48	100.0	20.8
	6	57	57	100.0	5.3
White	4	--	--	--	--
Two or More Races	3	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	76	76	100.0	11.8
	4	79	78	98.7	28.2
	5	66	63	95.5	17.5
	6	69	69	100.0	4.3
English Learners	3	47	47	100.0	6.4
	4	35	35	100.0	8.6
	5	22	22	100.0	4.5
	6	32	32	100.0	

| Student Group | Grade | Number of Students | | Percent of Students | |
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	3	12	12	100.0	
	4	12	12	100.0	
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	41	28	54	48	46	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	66	63	95.5	54.0
Male	29	28	96.6	64.3
Female	37	35	94.6	45.7
Black or African American	12	9	75.0	44.4
Hispanic or Latino	48	48	100.0	54.2
Socioeconomically Disadvantaged	66	63	95.5	54.0
English Learners	22	22	100.0	22.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

* Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	27	19	9.5

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

* Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents will have opportunities to:
* Review and receive training in the Title I School-Level Parent Involvement Policy.
* Receive training in Efficacy concepts and tools.
* Support teaching and learning by volunteering as classroom aides, chaperons, etc.
* Access on-site parent education.
* Plan and participate in parent training to learn about content standards and grade level outcomes.
* Receive training in parenting and student educational advocacy.

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
* Peres Merritt Academy
* Peres Dental Program
* Coffee Club
* Walking School bus
* Parent University
* Common Core Math Night
* Parent Volunteer Crossing Guard training

SCHOOL COMMUNITY WORKER: works with parents to provide information about resources that are available at Peres Elementary 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 stake holders. School community worker and the Parent liaison are both responsible of assisting parents to navigate the community systems to ensure that they properly.

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 are held to provide parents of English language learners with information to support their children's education.

COFFEE CLUB takes place every Friday with a 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 School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	8.3	5.4	4.6	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

The safety plan is reviewed annually. The Standard Emergency Management System (SEMS) representative trains site administrators, teachers and staff. Each staff person is then assigned an emergency/safety station and specific responsibilities. An emergency kit and supplies will be provided for each classroom. In the event of an emergency, portable two-way radios are distributed to each teacher. Safety concerns are addressed at staff meetings and site leadership meetings. Fire Drills and Disaster Drills are conducted monthly. Campus safety is important. Staff provides supervision before and after school, during recess, and at lunch. Visitors sign in at the office and are given visitors' badges to wear while on campus.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	71.4

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14 Avg. Class Size	2013-14 Number of Classes 1-20	2013-14 Number of Classes 21-32	2013-14 Number of Classes 33+	2014-15 Avg. Class Size	2014-15 Number of Classes 1-20	2014-15 Number of Classes 21-32	2014-15 Number of Classes 33+	2015-16 Avg. Class Size	2015-16 Number of Classes 1-20	2015-16 Number of Classes 21-32	2015-16 Number of Classes 33+
K	20	5			18	6			20	1	4	
1	20	3			20	3			23		3	
2	20	4			20	4			24		3	
3	20	4			20	4			26		3	
4	25		3		25		3		26		3	
5	24		3		25		3		22		3	
6	23		4		21	1	2		23		3	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.75	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.00	N/A
Resource Specialist	1.00	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*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 2014-15)

Level	Expenditures Per Pupil Total	Expenditures Per Pupil Supplemental/ Restricted	Expenditures Per Pupil Basic/ Unrestricted	Average Teacher Salary
School Site	6705.01	2778.56	3926.45	60194.01
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-38.8	-7.5
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-30.8	-20.6

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

Program and Services available at Peres School include:

CENTRAL SUPPLEMNTL/CONCENTRATION
IASA-TITLE I BASIC
HEALTHY START-ASLSNPP
SPECIAL ED - E

QUALITY EDUCATION INVESMNT ACT
IRENE SCULLY FAMILY FOUNDATION
SITE SUPPLEMNTL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,699	$45,092
Mid-Range Teacher Salary	$59,640	$71,627
Highest Teacher Salary	$79,951	$93,288
Average Principal Salary (Elementary)	$91,385	$115,631
Average Principal Salary (Middle)	$96,869	$120,915
Average Principal Salary (High)	$108,183	$132,029
Superintendent Salary	$231,795	$249,537
Percent of Budget for Teacher Salaries	31%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Professional Development at Peres consists of the following components:
1. Efficacy Trainers for school wide reform;
2. School wide Lucy Calkins Unit of Study writing professional development;
3. Staff also attends seminars, conferences, and workshops that are aligned to our improvement 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 and the 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.