

Peres Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

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	http://www.pereselementary.org/
Grades Served	K-6
CDS Code	07-61796-6004907

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

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 2014-15)

Grade Level	Number of Students
Kindergarten	90
Grade 1	75
Grade 2	79
Grade 3	79
Grade 4	74
Grade 5	76
Grade 6	61
Total Enrollment	534

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	19.3
Asian	2.6
Filipino	0.6
Hispanic or Latino	75.8
Native Hawaiian or Pacific Islander	0.2
White	0.9
Two or More Races	0.6
Socioeconomically Disadvantaged	99.6
English Learners	59.9
Students with Disabilities	11.8
Foster Youth	0.2

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	28	27	25	25
Without Full Credential	0	1	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

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	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

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 2015-16)

Year and month in which data were collected: August 2015

Core Curriculum Area	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 (K-6)	Yes	0%
Mathematics	Everyday Mathematics(Grades K-6) Wright Group/Macmillan-McGraw Hill	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hil California Vistas	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)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2014				
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	Refinish the stage. Repair the baseboard at the left entrance wall room 22. Refasten the pencil sharpener room 17.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	Light fixtures out/not working in various locations.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			Repair the bottom of the handicap stall girls restroom room 11.
Structural: Structural Damage, Roofs	X			Repair the cement at the sidewalk.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Back storage door is dragging. Adjust the door holder at the exterior door.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2014				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	30	32	44
Mathematics	18	22	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	81	81	100.0	47	26	14	14
	4	74	74	100.0	38	22	28	12
	5	74	73	98.6	49	21	27	3
	6	64	64	100.0	27	50	20	3
Male	3		48	59.3	52	29	15	4
	4		37	50.0	41	19	32	8
	5		36	48.6	61	19	19	0
	6		34	53.1	29	53	15	3
Female	3		33	40.7	39	21	12	27
	4		37	50.0	35	24	24	16
	5		37	50.0	38	22	35	5
	6		30	46.9	23	47	27	3
Black or African American	3		19	23.5	68	16	5	11
	4		13	17.6	69	15	15	0
	5		13	17.6	62	15	23	0
	6		10	15.6	--	--	--	--
Asian	4		4	5.4	--	--	--	--
	5		1	1.4	--	--	--	--
	6		1	1.6	--	--	--	--
Filipino	4		1	1.4	--	--	--	--
Hispanic or Latino	3		60	74.1	40	28	17	15
	4		56	75.7	32	23	29	16

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		59	79.7	46	22	29	3
	6		51	79.7	22	51	24	4
White	3		2	2.5	--	--	--	--
	6		1	1.6	--	--	--	--
Two or More Races	6		1	1.6	--	--	--	--
Socioeconomically Disadvantaged	3		81	100.0	47	26	14	14
	4		73	98.6	38	22	29	11
	5		72	97.3	49	21	28	3
	6		62	96.9	27	48	21	3
English Learners	3		54	66.7	41	31	15	13
	4		47	63.5	38	21	32	9
	5		39	52.7	64	26	10	0
	6		24	37.5	46	46	8	0
Students with Disabilities	3		13	16.0	85	15	0	0
	4		4	5.4	--	--	--	--
	5		13	17.6	85	8	8	0
	6		7	10.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	81	81	100.0	43	36	20	1
	4	74	74	100.0	20	50	26	4
	5	74	74	100.0	57	32	8	3
	6	64	64	100.0	58	33	9	0
Male	3		48	59.3	44	42	15	0
	4		37	50.0	19	43	35	3
	5		37	50.0	62	30	5	3
	6		34	53.1	53	32	15	0
Female	3		33	40.7	42	27	27	3

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		37	50.0	22	57	16	5
	5		37	50.0	51	35	11	3
	6		30	46.9	63	33	3	0
Black or African American	3		19	23.5	68	21	11	0
	4		13	17.6	46	38	15	0
	5		13	17.6	92	8	0	0
	6		10	15.6	--	--	--	--
Asian	4		4	5.4	--	--	--	--
	5		1	1.4	--	--	--	--
	6		1	1.6	--	--	--	--
Filipino	4		1	1.4	--	--	--	--
Hispanic or Latino	3		60	74.1	37	40	22	2
	4		56	75.7	16	52	27	5
	5		60	81.1	48	38	10	3
	6		51	79.7	51	39	10	0
White	3		2	2.5	--	--	--	--
	6		1	1.6	--	--	--	--
Two or More Races	6		1	1.6	--	--	--	--
Socioeconomically Disadvantaged	3		81	100.0	43	36	20	1
	4		73	98.6	21	51	25	4
	5		73	98.6	56	33	8	3
	6		62	96.9	56	34	10	0
English Learners	3		54	66.7	37	43	20	0
	4		47	63.5	19	55	26	0
	5		40	54.1	70	23	5	3
	6		24	37.5	71	25	4	0
Students with Disabilities	3		13	16.0	77	23	0	0
	4		4	5.4	--	--	--	--
	5		13	17.6	92	0	0	8
	6		7	10.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	45	41	28	46	48	46	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	28
Male	29
Female	28
Black or African American	45
Asian	--
Hispanic or Latino	26
Socioeconomically Disadvantaged	--
English Learners	13
Students with Disabilities	29
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.80	31.10	21.60

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 (Most Recent Year)

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

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 trainings 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	10.57	8.25	5.35	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	4			20	5			18	6		
1	20	4			20	3			20	3		
2	20	3			20	4			20	4		
3	20	4			20	4			20	4		
4	23	1	2		25		3		25		3	
5	25		2		24		3		25		3	
6	23		4		23		4		21	1	2	
Other	25		1									

Note: 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 2014-15)

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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8930.97	\$5107.77	\$3823.20	\$49255.00
District	N/A	N/A	\$9628.10	\$56383.71
Percent Difference: School Site and District	N/A	N/A	-60.3	-12.6
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-28.5	-32.5

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

Types of Services Funded (Fiscal Year 2014-15)

Program and Services available at Peres school include:

- ESEA-Title I
- Economic Impact Aid
- Special Ed-E
- Gifted & Talented Ed-E
- ARRA
- Comprehensive Student Support
- ASCES
- 21-Century Grant
- Irene S. Scully Family Foundation Grant
- QEIA

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,572	\$43,165
Mid-Range Teacher Salary	\$57,903	\$68,574
Highest Teacher Salary	\$77,623	\$89,146
Average Principal Salary (Elementary)	\$88,724	\$111,129
Average Principal Salary (Middle)	\$94,047	\$116,569
Average Principal Salary (High)	\$105,032	\$127,448
Superintendent Salary	\$227,250	\$234,382
Percent of Budget for Teacher Salaries	31%	38%
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, Gifted and Talented Education (GATE), 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

- Enhancing lessons with multiple methods
- Increasing opportunities for student discourse (collaborative conversations) and developing academic vocabulary
- 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.