

Peres Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2018—19)	
School Name	Peres Elementary
Street	719 Fifth St.
City, State, Zip	Richmond, Ca, 94801-2655
Phone Number	510-231-1407
Principal	Jawan Eldridge
E-mail Address	jeldridge@wccusd.net
County-District-School (CDS) Code	07617966004907

Last updated: 1/10/2019

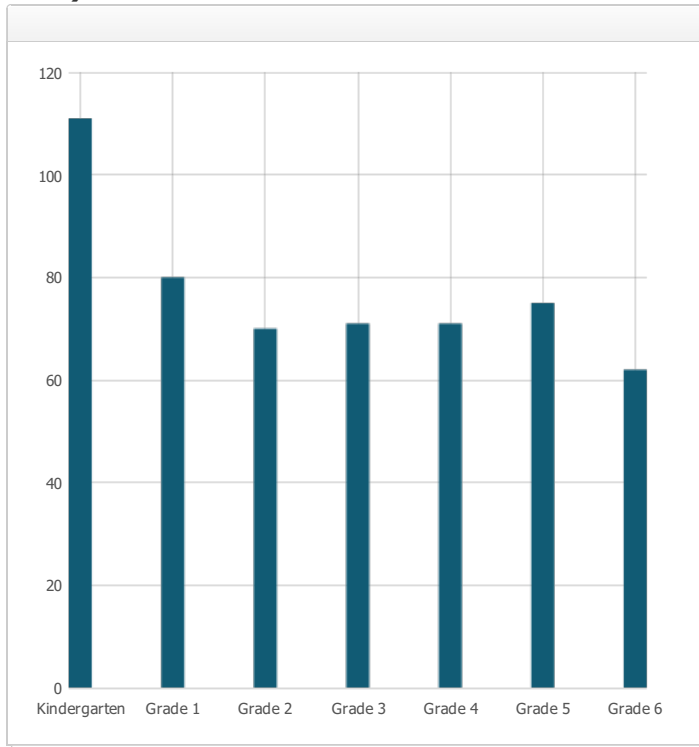
School Description and Mission Statement (School Year 2018—19)

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 strong character.

Last updated: 11/28/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	111
Grade 1	80
Grade 2	70
Grade 3	71
Grade 4	71
Grade 5	75
Grade 6	62
Total Enrollment	540



Last updated: 1/23/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	15.2 %
American Indian or Alaska Native	0.4 %
Asian	2.0 %
Filipino	0.6 %
Hispanic or Latino	78.3 %
Native Hawaiian or Pacific Islander	0.4 %
White	1.5 %
Two or More Races	1.7 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	94.4 %
English Learners	61.1 %
Students with Disabilities	13.7 %
Foster Youth	0.4 %

A. Conditions of Learning

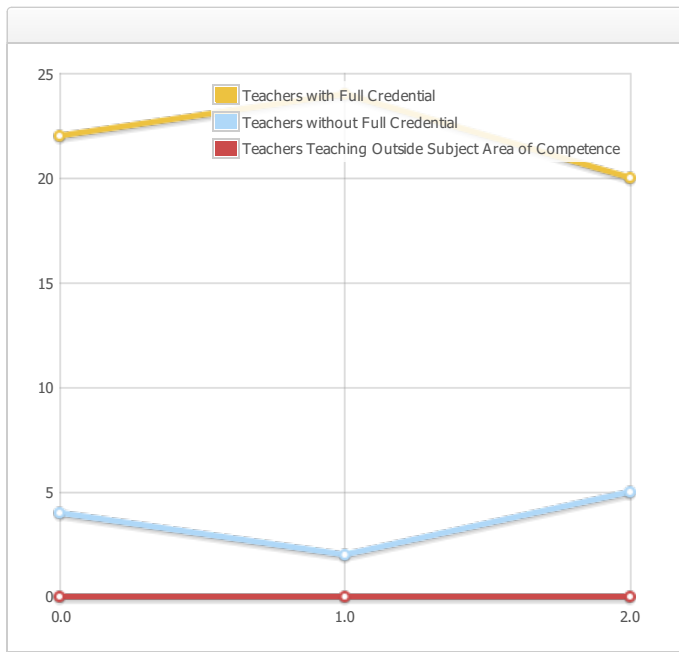
State Priority: Basic

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

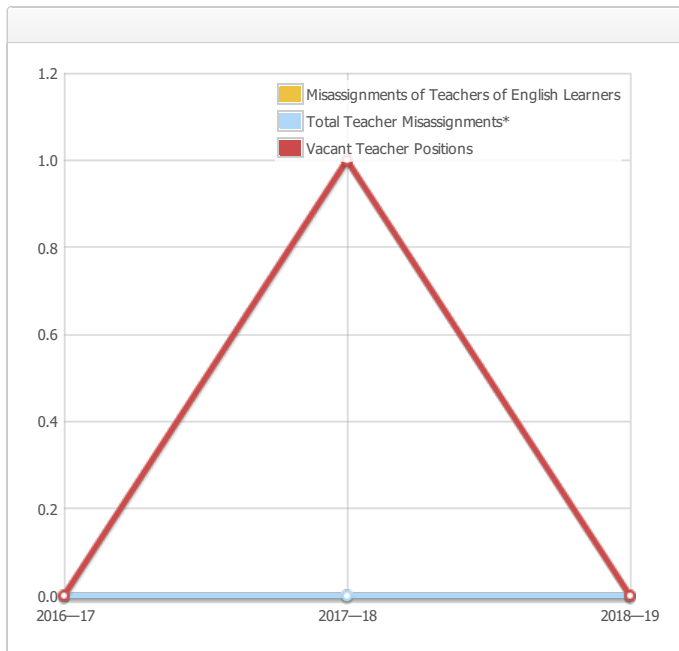
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	22	24	20	1211
Without Full Credential	4	2	5	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10



Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures and Triumphs, grades TK-5, c2010 - adopted 2012 McGraw Hill StudySync, grades 6-7, c2017 - adopted 2017 National Geographic Inside, ELD 1-4, c2014 - adopted 2014	Yes	0.0 %
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grades 6-7, c2015 - adopted 2017	Yes	0.0 %
Science	Scott Foresman Science, grades K-5, c2008 - adopted 2008 Pearson Science, grades 6-7, c2008 - adopted 2008	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas grades K-5, c2007 - adopted 2007 TCI History Alive, grades 6-7, c2005 - adopted 2005	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 6/1/2019

School Facility Conditions and Planned Improvements

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.

Last updated: 1/15/2019

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Repair the sheetrock wall. (Custodian room by room K4)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Clean the lids of the exterior trash cans. (Exterior) Clean the room and floor. (Custodian room by room K4)
Electrical: Electrical	Good	There is a short at the light fixture (bulb connector). (Custodian room by room K4)
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Several urinals are leaking. (Boys restroom by the MPR) Repair the leaking shut off valve at the wall. (Girls restroom by room 18/19) Adjust the pressure at the drinking fountain by the learning center. (Hallway) Water heater is leaking. (Custodian room by room K4)
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Check and repair the crack in the stucco at the exterior wall by rooms 3 and 10. (Exterior) The sheet metal skirt to the right at the front entrance is breaking down creating a hazard to students (Exterior)
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	The door has a lock problem and the cylinder cannot be opened. (Room 8) Repair the blinds. (Room 8) The main gate entrance to the school by the field is hard to open. (Exterior) Paint the doors. (Room 10, 4; Mechanical room in back of the library bldg) Repair the bottom of the doors. (Mechanical room in back of the library bldg) Repair the door sweep. (Front entrance)

Overall Facility Rate

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

Overall Rating	Fair
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Last updated: 7/1/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	30.0%	26.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	18.0%	19.0%	25.0%	24.0%	37.0%	38.0%

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.

Last updated: 1/23/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	277	271	97.83%	26.20%
Male	124	121	97.58%	20.66%
Female	153	150	98.04%	30.67%
Black or African American	37	37	100.00%	21.62%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	219	214	97.72%	25.23%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	255	251	98.43%	26.69%
English Learners	209	205	98.09%	25.37%
Students with Disabilities	32	31	96.88%	9.68%
Students Receiving Migrant Education Services				
Foster Youth				

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.

Last updated: 1/23/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	277	274	98.92%	18.98%
Male	124	123	99.19%	21.95%
Female	153	151	98.69%	16.56%
Black or African American	37	37	100.00%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	219	217	99.09%	17.97%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	255	252	98.82%	18.65%
English Learners	209	209	100.00%	19.62%
Students with Disabilities	31	30	96.77%	3.33%
Students Receiving Migrant Education Services				
Foster Youth				

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.

Last updated: 1/23/2019

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

California Physical Fitness Test Results (School Year 2017–18)

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	18.7%	9.3%	2.7%

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.

Last updated: 1/23/2019

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 2018—19)

Parents at Peres 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, chaperons, 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
- Coffee Club
- Walking School Bus
- Parent University
- Parent Computer Class
- Common Core Math Night
- Parent Volunteer Crossing Guard Program
- * Conscious Kitchen Volunteer Food 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 stake holders. School community worker and the Parent liaison are both responsible in assisting parents to navigate the community systems to ensure that they 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 are 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 are held to provide parents of African American students with information to support their children's education.

COFFEE CLUB: takes place every other 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: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

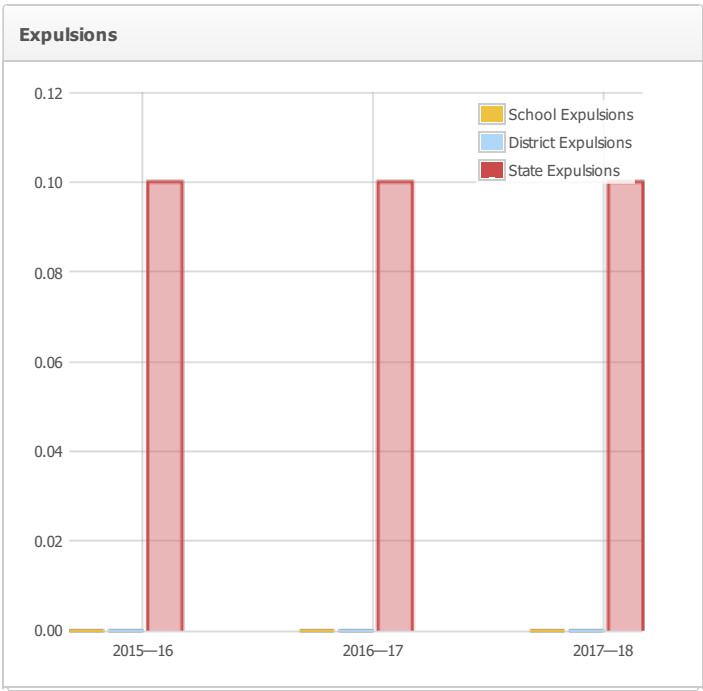
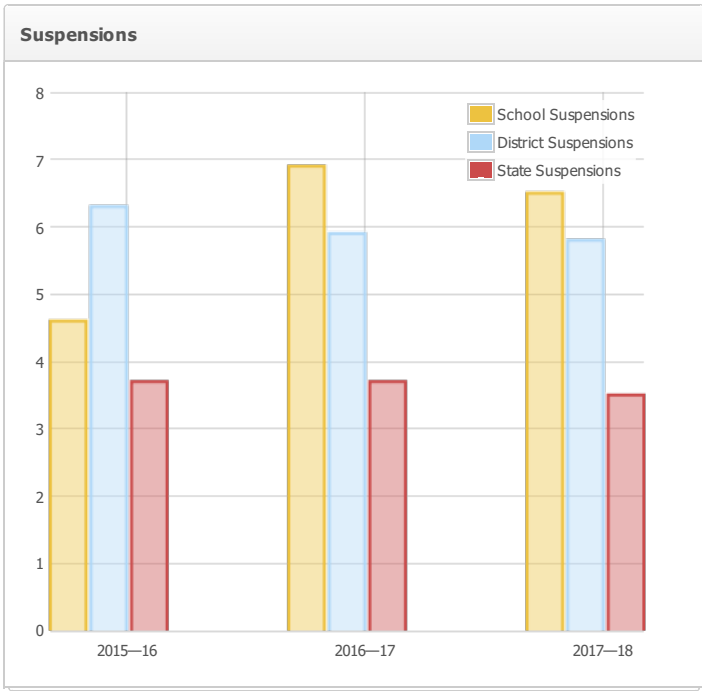
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	4.6%	6.9%	6.5%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/23/2019

School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER), Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	1	4	
1	23.0		3	
2	25.0		3	
3	26.0		3	
4	27.0		3	
5	21.0	1	2	
6	23.0		3	
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	4	
1	24.0		3	
2	24.0		3	
3	23.0		3	
4	27.0		3	
5	26.0		3	
6	28.0		2	
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	1	5	
1	24.0		3	
2	23.0		3	
3	24.0		3	
4	33.0			2
5	27.0	1	1	1
6	31.0		2	
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.

Last updated: 1/23/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.4	N/A
Psychologist	0.4	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	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.

Last updated: 1/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6802.1	\$1897.7	\$4904.4	\$56106.4
District	N/A	N/A	\$7722.4	\$67686.4
Percent Difference – School Site and District	N/A	N/A	-44.6%	-18.7%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-29.1%	-36.0%

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

Last updated: 1/28/2019

Types of Services Funded (Fiscal Year 2017—18)

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

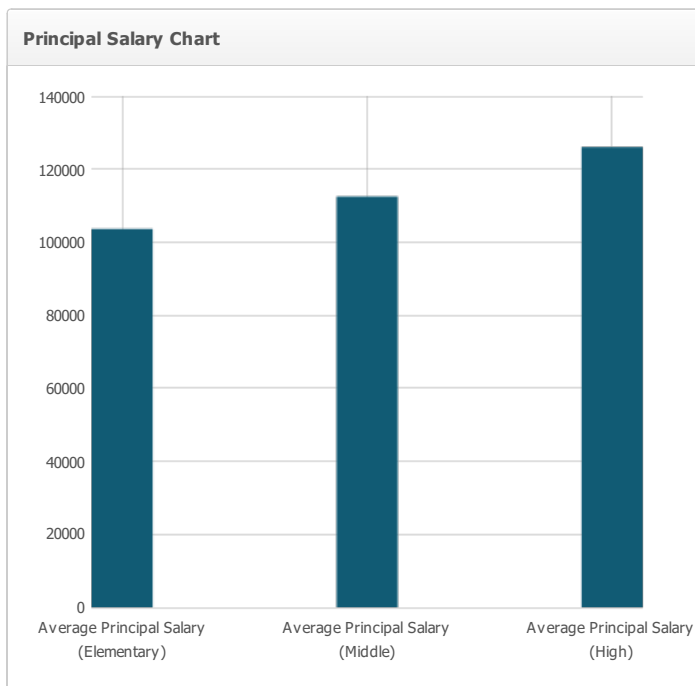
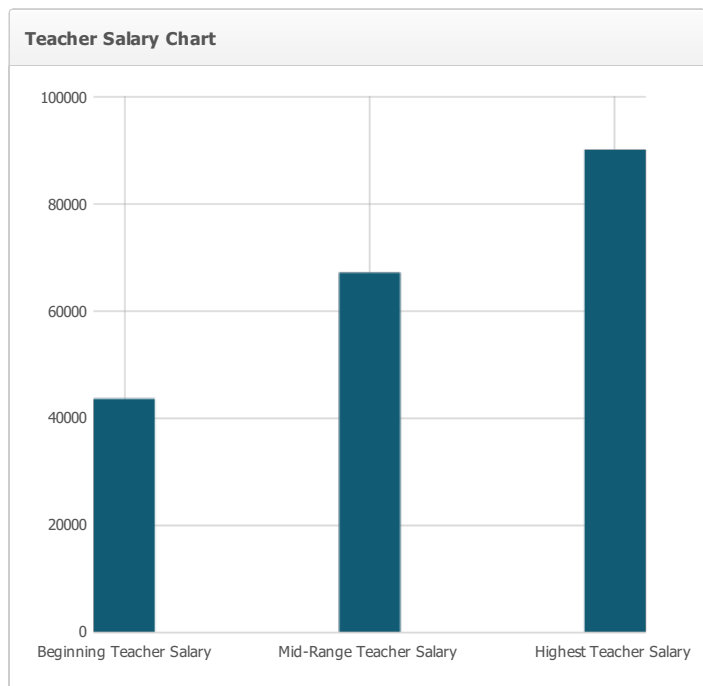
- EFFICACY INSTITUTE INC
- ETM BAY AREA
- MAD SCIENCE OF MT DIABLO
- TEACHERS COLLEGE, COLUMBIA UNIVERSITY
- THE MINDFUL PROJECT
- WEST COAST LITERACY WORKSHOP
- WEST CONTRA COSTA PUBLIC EDUCATION
- YMCA OF THE EAST BAY
- GREENFIELD LEARNING INC
- MIND RESEARCH INSTITUTE
- MUSEUM OF CHILDRENS ART (MOCHA)
- RENAISSANCE LEARNING
- STUDY TRIPS

Last updated: 1/9/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,519	\$47,903
Mid-Range Teacher Salary	\$67,069	\$74,481
Highest Teacher Salary	\$90,000	\$98,269
Average Principal Salary (Elementary)	\$103,642	\$123,495
Average Principal Salary (Middle)	\$112,513	\$129,482
Average Principal Salary (High)	\$126,076	\$142,414
Superintendent Salary	\$260,000	\$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/23/2019

Professional Development

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 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.

Last updated: 11/28/2018