

**Peres Elementary School**  
**School Accountability Report Card**  
**Reported Using Data from the 2013-14 School Year**  
**Published During 2014-15**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

**About This School**

**Contact Information (Most Recent Year)**

School Contact Information	
<b>School Name</b>	Peres Elementary School
<b>Street</b>	719 Fifth Street
<b>City, State, Zip</b>	Richmond, CA 94801
<b>Phone Number</b>	(510) 231-1407
<b>Principal</b>	Jawan Eldridge
<b>E-mail Address</b>	jeldridge@wccusd.net
<b>Web Site</b>	<a href="http://www.wccusd.net/site/Default.aspx?PageID=1166">http://www.wccusd.net/site/Default.aspx?PageID=1166</a>
<b>CDS Code</b>	07-61796-6004907

District Contact Information	
<b>District Name</b>	West Contra Costa Unified School District
<b>Phone Number</b>	(510) 231-1100
<b>Superintendent</b>	Dr. Bruce Harter
<b>E-mail Address</b>	bharter@wccusd.net
<b>Web Site</b>	<a href="http://www.wccusd.net">www.wccusd.net</a>

## School Description and Mission Statement (Most Recent Year)

At Peres Elementary we believe that all students 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 2013-14)

Grade Level	Number of Students
Kindergarten	89
Grade 1	81
Grade 2	87
Grade 3	73
Grade 4	85
Grade 5	66
Grade 6	75
<b>Total Enrollment</b>	<b>556</b>

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	20.0
American Indian or Alaska Native	0.0
Asian	2.2
Filipino	0.4
Hispanic or Latino	75.4
Native Hawaiian or Pacific Islander	0.9
White	0.9
Two or More Races	0.4
Socioeconomically Disadvantaged	86.0
English Learners	60.6
Students with Disabilities	9.2

## 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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	26	28	27	27
Without Full Credential	1	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

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 2014-15)

Year and month in which data were collected:

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) Prentice Hall Copper 6th Grade	Yes	0%
Mathematics	Everyday Mathematics(Grades K-6) Wright Group/Macmillan-McGraw Hill	Yes	0%
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]	[ ]	[ ]	

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	
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	Refinish the stage, paint and patch walls to match, repair the baseboard (work orders submitted)
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[ ]	[X]	Lights not working (work complete)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Repair the drinking fountain and tighten toilets (work complete), repair stall partitions (work complete), lights not working (work complete)
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	Doors dragging (work order submitted)

#### Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
		[ ]	[ ]	[X]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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 / Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	46	45	42	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)**

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	42
Male	39
Female	45
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	49
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	45
English Learners	28
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

**Standardized Testing and Reporting Results for All Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	48	54	49	41	43	42	54	56	55
Mathematics	71	66	67	37	38	38	49	50	50
History-Social Science				28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

**Academic Performance Index Ranks (Three-Year Comparison)**

API Rank	2010-11	2011-12	2012-13
Statewide	6	5	5
Similar Schools	10	9	10

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	47	-8	2
Black or African American	9	-13	-14
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	60	-7	9
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	47	-9	2
English Learners	64	-14	10
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### 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 English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.1	16.9	6.2

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;
- 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 Liaison(s) and Community Worker: work 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 twice a month 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.

**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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	8.0	10.6	8.2	10.8	10.2	6.6	5.7	5.1	4.4
<b>Expulsions</b>	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

**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 provide 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 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

### Federal Intervention Program (School Year 2014-15)

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	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "---" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	19.8	4	0	0	20	4			18	5		
1	19.8	4	0	0	20	4			16	5		
2	20	4	0	0	19	4			17	5		
3	19.8	4	0	0	16	5			15	5		
4	24.7	0	3	0	18	2	2		21	1	3	
5	25	0	3	0	18	2	2		17	2	2	
6	22.5	1	1	0	18	1	3		19	1	3	
Other												

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 2013-14)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.20	---
Psychologist	.50	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	.70	---
Resource Specialist	1.00	---
Other		---

Note: Cells with "---" 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 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,525.53	\$4,013.31	\$4,512.21	\$55,488.16
District	---	---	\$5,547.14	\$57,253
Percent Difference: School Site and District	---	---	-18.7	0.7
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-18.5	-20.4

Note: Cells with "---" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

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 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,777	\$41,761
Mid-Range Teacher Salary	\$56,678	\$66,895
Highest Teacher Salary	\$75,980	\$86,565
Average Principal Salary (Elementary)	\$87,412	\$108,011
Average Principal Salary (Middle)	\$92,657	\$113,058
Average Principal Salary (High)	\$103,480	\$123,217
Superintendent Salary	\$227,250	\$227,183
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

Professional Development at Peres consist of the following components:

1. Efficacy Trainers for school wide reform;
2. School wide standards based writing, and vocabulary development;
3. A ELA/ELD literacy and language coach, BTSA support staff; and data driven differentiated instruction.
4. 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

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

#### Vision for Peres for 2014-15:

- 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 # Mathematics

- 1 Enhancing lessons with multiple methods
- 2 Increasing opportunities for student discourse (collaborative conversations) and developing academic vocabulary Increasing opportunities for student discourse (collaborative conversations) and developing academic vocabulary
- 3 Using and scoring authentic performance tasks/assessments including item analysis

Focus Area # English Language Arts

- 1 Including more informational reading and writing in daily practice and citing evidence from text (using the close reading strategy)
- 2 Increasing opportunities for student discourse (collaborative conversations) and developing academic vocabulary
- 3 Using genuine formative assessments to guide instruction frequently

Focus Area # English Language Development

- 1 Providing daily, rigorous English Language Development (ELD) instruction
- 2 Developing and citing daily language objectives that frame opportunities for student discourse
- 3 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 trainings.

Each focus area was determined as a result of Math, ELA, and ELD benchmarks.