

Newark Junior High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Newark Junior High School
Street	Newark Junior High School, 6201 Lafayette Ave.
City, State, Zip	Newark
Phone Number	5108183001
Principal	Risha Krishna
Email Address	rkrishna@newarkunified.org
Website	https://njhs.newarkunified.org
County-District-School (CDS) Code	01-61234-6102917

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Newark Unified School District
Phone Number	(510) 818-4103
Superintendent	Dr. Mark Triplett
Email Address	mtriplett@newarkunified.org
Website	www.newarkunified.org

School Description and Mission Statement (School Year 2020-2021)

The City of Newark is located in Alameda County and is home to over 40,000 people. This 152 year-old community is situated on the southeastern edge of the San Francisco Bay directly off of Interstate I-880 and Highway 84. With its close proximity to San Jose and San Francisco, Newark residents have easy access to the benefits of large urban centers, while offering the comfort and safety of a small town atmosphere. Newark Unified School District is comprised of eight elementary schools, one junior high an alternative high school, and one comprehensive high school. All of the schools maintain a shared commitment to providing students with a “world class education” based on a strong liberal arts foundation and centered on the district’s core values, producing academically skilled and community-minded students with a wide array of post-high school educational and career options.

Newark Junior High School (NJHS) consists of approximately 780 students who attend classes in seventh and eighth grade. NJHS teachers are highly trained and provide a rigorous and broad-based curriculum to help prepare students to be successful at their next level of academic study.

NJHS MISSION STATEMENT

The mission of Newark Jr. High is to provide the opportunity for every student to master grade-level skills regardless of previous academic performance, family background, socioeconomic status, race, gender, or ethnicity. It is our purpose to educate all students to high levels of academic performance, preparing students for the 21st century, while also fostering a positive school climate and student growth in social/emotional behaviors and attitudes. The entire staff pledges itself to these student outcomes.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 7	434
Grade 8	459
Total Enrollment	893

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	0.3
Asian	12.1
Filipino	9.9
Hispanic or Latino	54.6
Native Hawaiian or Pacific Islander	2.1
White	11.1
Two or More Races	5
Socioeconomically Disadvantaged	53.4
English Learners	19.7
Students with Disabilities	15
Foster Youth	0.2
Homeless	6.2

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	40	32	29	279
Without Full Credential	3	1	9	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	.4	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 04/17/2018

Students at Newark Junior High School have access to the necessary CCSS-aligned textbooks in Math and ELA. Each student has an academic textbook for Science and Social Studies that is available for home use so that textbooks do not have to be transported to and from school each day. The exact textbooks students use at home are also available in each classroom for those disciplines. Extra sets are also available in the school library.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	100% Springboard English Language Arts, College Board, adopted 2014	No	0%
Mathematics	100% BIG IDEAS MATH, adopted 2018	Yes	0%
Science	100% Focus on Life Science, Glenco McGraw Hill, approved 2007; 100% Focus on Physical Science, Glenco McGraw Hill, approved 2007	No	0%
History-Social Science	History Alive! The Medieval World and Beyond, TCI, approved 2006; History Alive! U.S. Through Industrialism, TCI, approved 2006	No	0%
Foreign Language	100% Avancemos!, Spanish I, Holt McDougal, approved 2012	Yes	0%

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

School Facility Conditions and Planned Improvements

Newark Junior High was constructed in 1961; during 1998 through 2008 there were several modernization projects including HVAC, restrooms, seismic roofing retrofits, electrical and data. Restrooms were remodeled during the summer of 2006. The main parking lot is in serious need of refurbishing. With the passing of the bond and Prop 39, the District has begun assessing all site to address concerns.

District maintenance staff ensures that minor maintenance, repairs or upgrades necessary to keep the school in good repair and working order are completed in a timely manner. Monthly inspections are performed which includes general, electrical, mechanical and playground safety. A work order system is used to ensure efficient service and emergency repairs are given priority.

The school has four full time custodians, including a senior day custodian, day custodian as well as 2 night custodians. Custodial staff work year round to maintain a clean and safe school

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: 10/30/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Room C6: HVAC Not Working Room D6: Thermostat not responding Room E3: HVAC Not working Room E5: HVAC Not working Room G6: HVAC Units missing parts (Storage room) missing outlets Room L6: HVAC Not heating Room M6: HVAC not working - no power to thermostat
Interior: Interior Surfaces	Good	Room G4: Old Carpet has water damage
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Room F5: Sink clogged
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	30	N/A	26	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

Parents are an integral part of the Newark Junior High School educational community. Because parent engagement can make a dramatic difference for the academic success of children from attendance to homework completion to continued education. By supervising, supporting and advocating, parents can be engaged in ways that ensure that their children have every opportunity for success. a result, we encourage parents to be involved in all the activities that promote their continued and on-going involvement. Parents have the opportunity to be directly involved with the governance of the school through serving on one of the many leadership teams that guide the district, including:

Following are monthly meetings for parent involvement:

- School Site Council
- ELAC meeting
- Principal's Virtual Coffee
- Parent-School partnership PTSA
- District/School English Learner Advisory Committees (DELAC)
- Monthly Principal's newsletter
- School Website is updated daily especially during remote learning
- Quarterly Truancy Webinars for chronic absences

For more information pertaining to organized opportunities for parent involvement, please visit the school website during distance learning.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.7	7.9	4.2	3.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Newark Junior High School maintains an active and engaged school safety team which provides on-going review and analysis of the school safety protocols. There is a review and practice of the school safety procedures in the fall of each school year. In addition, other practice drills take place regularly during the school year. The school has a disaster chain of command which includes teams of individuals who have responsibility for safety, logistics, and first aid. The school safety committee updates the comprehensive safety plan each school year. Teachers and staff members are updated on any changes to the protocols each month during the regular staff meetings. In 2018, the entire staff was trained on Emergency lock down procedures, including "Run, Hide, Fight" by the Newark Police Department.

The 2019-20 plan is currently being updated.

In addition to our regular review of our Safety Plan, we have hosted presentations on Safe Schools and what to do in an emergency by the Newark Police Department. The school hosts Nightmare on Puberty Street for all 8th graders sponsored by Kaiser Permanente that supports education on adolescent development, bullying prevention and social emotional coping skills. In addition, this year the staff is being trained on a new social emotional curriculum called Character Strong.

Newark Junior High School participates in a collaborative partnership with our Local Law Enforcement Agency. Together, administrators and counselors visit classrooms, talking with students about the importance of grades, attendance, thinking about the choices students make and student safety.

An updated surveillance system was installed as an added safety precaution as well as a new intercom and bell system. Currently, there are 58 around the campus. We have also added new Vape sensors to all boys and girls bathrooms on campus.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	27	6	27	2	27	6	27	2	31	1	22	6
Mathematics	26	6	25	1	25	10	22	2	25	6	27	2
Science	30		30	5	30		31	4	30		22	6
Social Science	27		26	1	26	5	23	1	27	5	24	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	297.7

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11221	3780	7441	90859
District	N/A	N/A	8027	\$88,267
Percent Difference - School Site and District	N/A	N/A	-7.6	2.9
State	N/A	N/A	\$7,750	\$79,209
Percent Difference - School Site and State	N/A	N/A	-4.1	13.7

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

Types of Services Funded (Fiscal Year 2019-2020)

For the 2020-2021 school year, Newark Junior High School students have access to special support services which enhance their ability to meet grade level requirements.

We have a designated academic/attendance counselor who provides support to academically struggling students and families. The Puente program is new to our campus that provides opportunities for our 7th graders.

Newark Junior High School English Learners are placed in one of three classes according to their English language proficiency level. A certified English Language Development (ELD) teacher teaches each student. They are then mainstreamed in math, social studies, and science classes, which are also taught, by CLAD certified teachers.

One additional full-time school counselor provides counseling and support services to all our students. In addition, a Puente Counselor has been hired to support students with academic growth and also monitor absences and trancies. Special education students are identified for additional services based upon cognitive and achievement assessments. The school's resource specialist teachers teach students in their resource classes' skills to become proficient in language arts and/or math. All of our resource Special Education students are fully included in General Education classes with push in teacher. Resource students are mainstreamed into science, social studies, science, PE, and elective classes. There are four special day classes where students attend self-contained classes for the majority of the day, although some of the students are mainstreamed to one or two content area classes. All special day students are mainstreamed into PE and an elective classes.

Some special education students attend an adaptive physical education class according to their needs. Speech and language services are provided by a part-time speech pathologist. A psychologists provide psychological assessment and counseling. The District behaviorist provides group behavior skills sessions and conducts observations and assessments as requested and needed.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$61,963	\$49,782
Mid-Range Teacher Salary	\$85,991	\$76,851
Highest Teacher Salary	\$107,487	\$97,722
Average Principal Salary (Elementary)	\$132,857	\$121,304
Average Principal Salary (Middle)	\$138,183	\$128,629
Average Principal Salary (High)	\$148,159	\$141,235
Superintendent Salary	\$239,859	\$233,396
Percent of Budget for Teacher Salaries	38.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

In the 2020-21 school year, we find ourselves in unusual times with the pandemic and have readjusted our professional development to address the needs of our students and staff. There are three main areas of focus, (1) student engagement through rigorous instruction, (2) Social Emotional Learning and (3) Assessment. A task force committee made up of department chairs, counselors and teachers spent three months researching and selecting the program Character Strong. Because SEL is a state and district focus, so we've scheduled two half day trainings to take place by January of 2021. This curriculum is purchased by the educational services and will be implemented throughout our school. Teachers are receiving professional development during regular staff times. We also have begun to implement data teams within each department, having them identify essential standards and creating formative assessments based on those standards. The admin team provides professional development for teachers, offers feedback on teacher instruction, and contributes to the overall climate of learning at the school. We are focusing on writing across the curriculum, analyzing grade level text, and increasing the depth of knowledge questions for all students. In Math, we are focusing on showing students multiple ways of solving problems and incorporating the use of technology on a daily basis. Teachers in all disciplines can attend workshops and professional development programs with the Alameda County Office of Education or other conferences they find related to their discipline. The science department is still involved piloting a new curriculum and are engaged in regular PD's. Our other major area of focus, in which teachers receive PD, is in the area of visible learning thru a company called Heineman. The ELA department began Lucy Calkins's Reader/ Writer's Workshop, a new reading/writing curriculum they piloted three years ago and began implementing it last school year. Program makes use of short stories and novels that support the California State Standards. ELA teachers continue to use the program's learning targets while adapting the lesson to meet the needs of the distance learning environment.

District Professional Development Days are provided each year. This year we have one district provided PD day in March. At NJHS, every Monday is a minimum day, with the afternoon reserved for teacher PD. Twice a month is staff PD, while the other two Mondays are department led PD.

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