

# E. M. Downer 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	E. M. Downer Elementary School
Street	1231 - 18th Street
City, State, Zip	San Pablo, CA 94806-4731
Phone Number	(510) 231-1435
Principal	Marco Gonzales
E-mail Address	<a href="mailto:mgonzales@wccusd.net">mgonzales@wccusd.net</a>
Web Site	<a href="http://www.wccusd.net/site/Default.aspx?PageID=857">http://www.wccusd.net/site/Default.aspx?PageID=857</a>
Grades Served	K-6
CDS Code	07-61796-6057210

<b>District Contact Information</b>	
<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>	www.wccusd.net

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

#### SCHOOL DESCRIPTION:

E. M. Downer Elementary is a preschool through 6th grade school with Transitional Bilingual Education and Special Education programs. We occupy a beautiful campus that was completed in February of 2008. The school has two main buildings. One building houses the classrooms, library and computer lab. The second building houses the administration office, cafeteria and gym. The student population is 92% Latino, 4% African American, 1% Southeast Asian and 1% other. The staff is composed of experienced teachers, many of whom have worked at the school for many years. E. M. Downer staff provides a rigorous Common Core State Standards curriculum and a positive school climate. Our school goals are to provide a well-resourced and rigorous student achievement program that addresses the full range of student needs and results in all students being prepared for success in life. E. M. Downer students develop literacy skills to allow them to be strategic readers, effective writers, competent problem solvers and confident learners.

An intervention program based on the Response to Intervention (RTI) model is in place. Under this program, students receive intervention in small groups from different staff members depending on the student needs. Student progress is monitored every two weeks to determine success or the need for modified instruction. There is a large after-school program that serves over 100 students daily. The staff has a strong belief in the transformative power of the arts. There are two after school music programs in place. One of the programs is called Sound Minds which was launched in 2011 with the generous support of the California Symphony. Students receive violin and cello instruction, chorus, music theory and academic support four days a week. Over 90 2nd through 5th grade students are in the program. An addition 40 students are learning guitar, drums, keyboard and chorus through the Little Kids Rock Program.

Developing and maintaining partnerships with community based organizations and governmental agencies are a priority for the staff. Partnerships are in place with the City of San Pablo, the Contra Costa County Dental Health Program, the Food Bank of the East Bay, the Read Aloud Volunteer Program, the Faith Network of Alameda County, The East Bay Center for the Performing Arts, Richmond Art Center, the California Symphony West Contra Costa Unified District Adult Education Program, Jr. Achievement and the YCMA Counseling Program.

#### MISSION STATEMENT:

The mission of the staff of E. M. Downer Elementary School is to ensure all students reach grade level proficiency or above in all academic areas. To do so, we are committed to:

- Providing a rigorous, standards-based academic program
- Working in partnership with parents and the community
- Maintaining high expectations in a positive, nurturing environment
- Guiding the social and emotional development of students
- Encouraging our students to be lifelong learners
- Helping students become valued members of our community

### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	105
Grade 1	81
Grade 2	96
Grade 3	95
Grade 4	104
Grade 5	92
Grade 6	73
<b>Total Enrollment</b>	<b>646</b>

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	7.1
American Indian or Alaska Native	0.5
Asian	2.8
Filipino	0.2
Hispanic or Latino	85.4
Native Hawaiian or Pacific Islander	0.2
White	2.9
Two or More Races	0.3
Socioeconomically Disadvantaged	97.1
English Learners	68.6
Students with Disabilities	8.4
Foster Youth	0.3

## 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	26	28	30	30
Without Full Credential	1	0	2	2
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	96.2	3.9
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) Macmillan/McGraw-Hill, Tesoros de lectura (K-3)	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6), Wright Group/Macmillan-McGraw Hil	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 Hill California Vistas	Yes	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

In February of 2008 the construction of the new E. M. Downer Elementary School campus was completed. The new campus has a main building which houses all of the classrooms, the library, and computer lab. E. M. Downer School is the only elementary school with a gymnasium. The campus also has a separate building for the administration and staff who provide special education and student support services. School facilities are cleaned daily.

**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 2015				
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 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Interior:</b> Interior Surfaces			X	Repair broken wall plugs; Repair counter formica; Replace rubber bases; Paint walls on wainscot; Paint stairway and handrails; Paint needs touch up; Patch and paint wall to match
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Remove graffiti from play structure by rooms 112 and 124; Remove shovels, rakes, brooms, storage, etc. from the cage
<b>Electrical:</b> Electrical		X		Adjust diffusers; Replace exterior plug cover; Replace key light switch
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Urinal coming off wall
<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	Repair or replace shades; Door hitting jamb; Adjust door closers; Replace bar on play structure by rooms 112 and 124

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

Year and month in which data were collected: July 2015				
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
<b>English Language Arts/Literacy</b>	17	32	44
<b>Mathematics</b>	15	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	95	91	95.8	59	30	9	2
	4	106	104	98.1	65	24	6	5
	5	89	84	94.4	51	20	25	4
	6	74	71	95.9	37	41	21	1
Male	3		42	44.2	64	21	12	2
	4		48	45.3	81	10	2	6
	5		39	43.8	62	15	23	0
	6		35	47.3	40	37	23	0
Female	3		49	51.6	55	37	6	2
	4		56	52.8	52	36	9	4
	5		45	50.6	42	24	27	7
	6		36	48.6	33	44	19	3
Black or African American	3		2	2.1	--	--	--	--
	4		6	5.7	--	--	--	--
	5		4	4.5	--	--	--	--
	6		4	5.4	--	--	--	--
American Indian or Alaska Native	3		1	1.1	--	--	--	--
Asian	3		4	4.2	--	--	--	--
	4		2	1.9	--	--	--	--
	5		3	3.4	--	--	--	--
	6		1	1.4	--	--	--	--
Filipino	4		1	0.9	--	--	--	--
Hispanic or Latino	3		82	86.3	59	30	9	2
	4		92	86.8	65	24	7	4
	5		75	84.3	47	23	27	4
	6		66	89.2	36	39	23	2
Native Hawaiian or Pacific Islander	4		1	0.9	--	--	--	--
White	3		2	2.1	--	--	--	--
	4		2	1.9	--	--	--	--
	5		2	2.2	--	--	--	--
Two or More Races	3		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		90	94.7	59	30	9	2
	4		104	98.1	65	24	6	5
	5		83	93.3	51	20	25	4
	6		70	94.6	36	41	21	1

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	3		77	81.1	58	31	9	1
	4		74	69.8	81	16	3	0
	5		49	55.1	67	20	12	0
	6		37	50.0	57	30	14	0
Students with Disabilities	3		4	4.2	--	--	--	--
	4		10	9.4	--	--	--	--
	5		8	9.0	--	--	--	--
	6		15	20.3	80	13	7	0
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	95	94	98.9	57	31	10	2
	4	106	105	99.1	50	40	6	5
	5	89	88	98.9	44	36	11	8
	6	74	71	95.9	55	25	15	4
Male	3		44	46.3	52	30	14	5
	4		48	45.3	48	40	6	6
	5		42	47.2	45	38	2	14
	6		35	47.3	49	26	20	6
Female	3		50	52.6	62	32	6	0
	4		57	53.8	51	40	5	4
	5		46	51.7	43	35	20	2
	6		36	48.6	61	25	11	3
Black or African American	3		2	2.1	--	--	--	--
	4		6	5.7	--	--	--	--
	5		4	4.5	--	--	--	--
	6		4	5.4	--	--	--	--
American Indian or Alaska Native	3		1	1.1	--	--	--	--
Asian	3		4	4.2	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		2	1.9	--	--	--	--
	5		3	3.4	--	--	--	--
	6		1	1.4	--	--	--	--
<b>Filipino</b>	4		1	0.9	--	--	--	--
<b>Hispanic or Latino</b>	3		84	88.4	61	26	11	2
	4		93	87.7	49	40	5	5
	5		79	88.8	44	35	13	8
	6		66	89.2	55	24	17	5
<b>Native Hawaiian or Pacific Islander</b>	4		1	0.9	--	--	--	--
<b>White</b>	3		2	2.1	--	--	--	--
	4		2	1.9	--	--	--	--
	5		2	2.2	--	--	--	--
<b>Two or More Races</b>	3		0	0.0	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3		92	96.8	57	32	10	2
	4		105	99.1	50	40	6	5
	5		87	97.8	44	37	11	8
	6		70	94.6	54	26	16	4
<b>English Learners</b>	3		80	84.2	58	33	10	0
	4		74	69.8	59	38	3	0
	5		52	58.4	63	29	6	2
	6		37	50.0	73	19	8	0
<b>Students with Disabilities</b>	3		4	4.2	--	--	--	--
	4		10	9.4	--	--	--	--
	5		8	9.0	--	--	--	--
	6		15	20.3	93	0	7	0
<b>Students Receiving Migrant Education Services</b>	3		1	1.1	--	--	--	--
<b>Foster Youth</b>	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
<b>Science (grades 5, 8, and 10)</b>	31	28	30	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	30
Male	32
Female	29
Black or African American	--
Asian	--
Hispanic or Latino	30
White	--
Socioeconomically Disadvantaged	--
English Learners	10
Students with Disabilities	31
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	17.80	14.40	12.20

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)

The staff strongly promotes parent participation in the school. We are implementing the Full Service Community School Model. The staff forms bonds with families in order to meet the needs of all students and their parents. Towards that aim classes such as English as a Second Language and Zumba are available during the week.

E. M. Downer has weekly Friday morning Parent Meetings. All parents are invited to attend. These Friday morning meetings address a variety of topics regarding students and families include testing, health, nutrition, conferencing, parenting skills, and homework and student achievement. There is a dedicated group of volunteers who support teachers by performing collating, printing and preparation of materials. Parents also help to support school-wide activities. Parents participated in pre-school transition meetings to familiarize them with expectations for kindergarten. The Parent-Community Outreach Specialist coordinates volunteer opportunities for parents. Many parents work on a daily basis in classrooms and the office. Parents are actively sought to accompany classes on study trips, the Book Fair, White Pony Express, Food Bank Food Distribution Program, Book Give Away Day and the School Carnival.

School Site Council: Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852). The current parent members of the School Site Council were elected in October of 2014 and November 2015 and will serve a two year term. All parents are welcome to attend the monthly meetings of the School Site Council. The meetings are held on the 2nd Wednesday of each month.

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
<b>Suspensions</b>	2.49	0.98	0.72	10.15	6.59	6.16	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

**School Safety Plan (Most Recent Year)**

At the beginning of the year, parents receive a letter regarding safety procedures and school rules. In the 2009-2010 school year we implemented the Positive Behavior System that is based on the three basic expectations to "Be Safe, Be Respectful and Be Responsible". Students are recognized weekly and monthly, as Dragons of the Week or Dragons of the month, by the classroom teacher. Dragons of the Month receive school supplies as rewards for their efforts. Emergency Preparedness has been a priority for the staff. Emergency cards are requiring of parents each year. Evacuation routes are posted in all classrooms. We conduct monthly fire drills and participate in drills such as "Shelter in Place" and "Lock Down". The safety plan aligns with the district-adopted SEMS (Standard Emergency Management System). Each teacher is assigned a role in case of a disaster or emergency. Students are supervised before school, during morning and lunch recesses, and after school. Breakfast is available at 7:45 A.M. Students go to the yard at 8:15 where staff supervises them until classes begin at 8:30 A.M. After school starts all visitors are required to enter through the main entrance. Visitors are expected to check-in at the office before coming onto 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	2003-2004	2004-2005
Year in Program Improvement*	Year 5	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	28		3		26		4		21	2	3	
1	25		3		25		4		20	3	1	
2	25		3		26		4		24		4	
3	28		4		25		4		24		4	
4	27		3		32		2		33		1	2
5	30		3		31		2		29		3	
6	29	1	1	2	28	1	3		28	1		2
Other	26		1		33			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)	.40	N/A
Psychologist	.30	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.30	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	\$8,800.28	\$5,176.98	\$3,623.3	\$55,520.65
District	N/A	N/A	\$9,628.10	\$56,383.71
Percent Difference: School Site and District	N/A	N/A	-62.4	-1.5
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-32.2	-23.9

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

**Types of Services Funded (Fiscal Year 2014-15)**

Specific programs and services available at Downer School include:

- ESEA-Title I
- Economic Impact Aid
- 21st Century CCLC
- School Library Improvement Block Grant
- Transitional Bilingual Education (TBE)
- Special Education
- Gifted & Talented Education (GATE)
- City of San Pablo After School

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

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

Quality instruction and instructional leadership are at the heart of the school's achievement efforts. The teaching staff meets on a weekly basis, for 45 minutes to develop teaching skills, review student data and plan instruction that promotes mastery of the learning standards. Teachers also meet several times each year in collaborative unit planning sessions. In these sessions teachers jointly plan lessons and instructional activities for the reading language arts program. During the week before school starts, the staff meets for three days to develop learning or review teaching techniques, become familiar with newly adopted programs, and develops a consensus for procedures and policies for student behavior and activities. Implementation of the Common Core State Standards has become a priority for the staff, with a focus on multiple methods in solving problems in math and reading and analyzing nonfiction text. The teachers met in different cadres over 40 times last year. Our Instructional Leadership Team guides the development of our professional development activities.

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. The 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.