

# Edward M. Downer 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)	
<b>District Name</b>	West Contra Costa Unified
<b>Phone Number</b>	(510) 231-1101
<b>Superintendent</b>	Matthew Duffy
<b>E-mail Address</b>	<a href="mailto:matthew.duffy@wccusd.net">matthew.duffy@wccusd.net</a>
<b>Web Site</b>	<a href="http://www.wccusd.net">www.wccusd.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Edward M. Downer Elementary
<b>Street</b>	1231 18th St.
<b>City, State, Zip</b>	San Pablo, Ca, 94806-4731
<b>Phone Number</b>	510-231-1435
<b>Principal</b>	Chris Read
<b>E-mail Address</b>	<a href="mailto:cread@wccusd.net">cread@wccusd.net</a>
<b>County-District-School (CDS) Code</b>	07617966057210

*Last updated: 1/10/2019*

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

**Vision:** We will encourage and engage the whole child to become productive community members.

**Mission Statement:** Our students, through high expectations and continuous growth, develop academically, emotionally, socially and physically.

E. M. Downer Elementary is a preschool through 6th grade school that with a Spanish/English Dual Language Immersion Program in its second year starting for incoming kindergartners. The staff at E.M. Downer Elementary School provides a standards-based, comprehensive instructional program using common practices that are research-based teaching strategies. The staff creates an environment that is student-centered, safe, and engaging.

We occupy a beautiful campus that was completed in February of 2008. The school has two main buildings. One building houses the classrooms, library, STEAM Lab, and computer lab. The second building houses the administration office, cafeteria and gym with a stage. The student population is 87% Latino, 6% African American, 2% white, 3% Southeast Asian and 2% other. The staff is composed of experienced teachers, many of whom have worked at the school for many years.

#### Academics:

At E.M. Downer, we have Dual Language Immersion, Transitional Bilingual Education, and Special Education programs. E. M. Downer staff provides a rigorous Common Core State Standards curriculum and a positive school climate that helps students grow academically. Our school goals are to provide a well-resourced and rigorous instructional program that addresses reading, writing, listening, speaking, and reasoning. At E.M. Downer, students engage in multiple learning activities such as workshop based learning, study trips, integrated technology, small group instruction, social emotional learning, and language development in an integrated and designated time for English Language Development, E.L.D and Academic Language Development (A.L.D.).

An intervention program based on the Response to Intervention (RTI) model is in place. Teachers at E.M. Downer are being trained to focus on a student's specific learning needs by using the workshop model for small group instruction. Teachers work with students on lessons designed specifically for their needs while other students work independently in a focused and directed way. The differentiation of lessons enables teachers to provide access and challenges to every student at an appropriate learning level, resulting in academic growth for all students. Student progress is monitored every six weeks to determine success or the need for modified instruction.

#### After School Program:

There is a large after-school program that serves over 120 students daily. There are multiple academic and elective based programs in place including thematic academic units, homework tutoring, music, visual art, dance, yoga, cooking, and kickboxing. 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 three days a week. 2nd through 6th grade students are invited to participate in this free program. We have a highly popular dance group called the Dancin' Dragons for 5th and 6th grade students. 4th - 6th grade students have the opportunity to learn guitar, drums, keyboard and chorus through our modern band program.

#### Social and Emotional Learning:

Research indicates that social and academic learning go hand in hand. At E.M. Downer Elementary School we believe in the importance of social and emotional growth. When a student feels emotionally safe, happy and known, they are ready to learn. Teachers and staff focus on knowing students individually, developmentally and culturally and seek to provide a school and classroom culture where relationships are positive, nurturing and cooperative. We have a full-time Beacon director who oversees all non-academic programs, the Mindful Life Project, daily on-site counselors for students and families, and after school programming

that includes art, yoga, and kickboxing.

#### Creativity and Movement:

We nurture student creativity and cultivate a healthy active environment. The staff has a strong belief in the transformative power of the arts. Students participate in all the art disciplines (visual art, drama, dance, media arts, and music) during their experience at our school. We have a visual art teacher one day a week who teaches the elements of art to all grade levels throughout the year. We also have an art integration showcase and multiple student performances throughout the year. Some of the performances and events include: Sidewalk Chalk Festival, Dia de los Muertos (Day of the Dead) Art and Craft Faire, Winter Show and Festival of Lights, Black History Performance, Multicultural Fair, and the Arts Integration Showcase. Each grade level has a flagship art project that students participate in that is facilitated by a local or visiting teaching artist.

We believe in the importance of students engaging in movement to promote health, facilitate learning and strengthen community. Dragons in Motion, a daily morning exercise routine, promotes individual and school pride and gives students a brain boost creating a healthy community ready to learn.

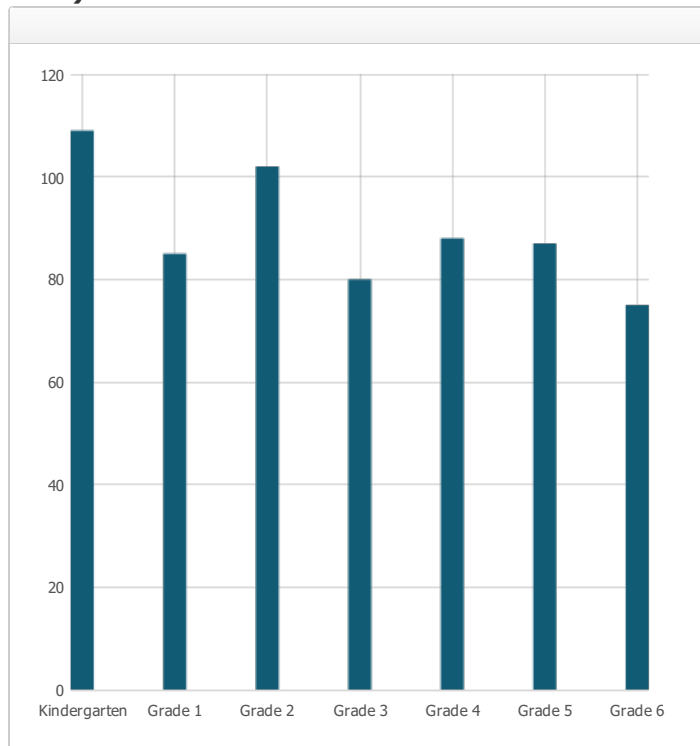
#### Community Partners:

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, Contra Costa County Dental Health Program, Food Bank of the East Bay, Read Aloud Volunteer Program, Faith Network of Alameda County, World Story Exchange, East Bay Center for the Performing Arts, Richmond Art Center, the California Symphony, Quinan Street Project, West Contra Costa Unified District Adult Education Program, Jr. Achievement, Bay Area Community Resources and the YMCA Counseling Program.

*Last updated: 1/14/2019*

### Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	109
Grade 1	85
Grade 2	102
Grade 3	80
Grade 4	88
Grade 5	87
Grade 6	75
<b>Total Enrollment</b>	<b>626</b>



Last updated: 1/22/2019

### Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	5.8 %
American Indian or Alaska Native	0.2 %
Asian	3.7 %
Filipino	0.3 %
Hispanic or Latino	85.1 %
Native Hawaiian or Pacific Islander	0.2 %
White	4.0 %
Two or More Races	0.6 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	93.9 %
English Learners	66.3 %
Students with Disabilities	9.3 %
Foster Youth	0.5 %

## A. Conditions of Learning

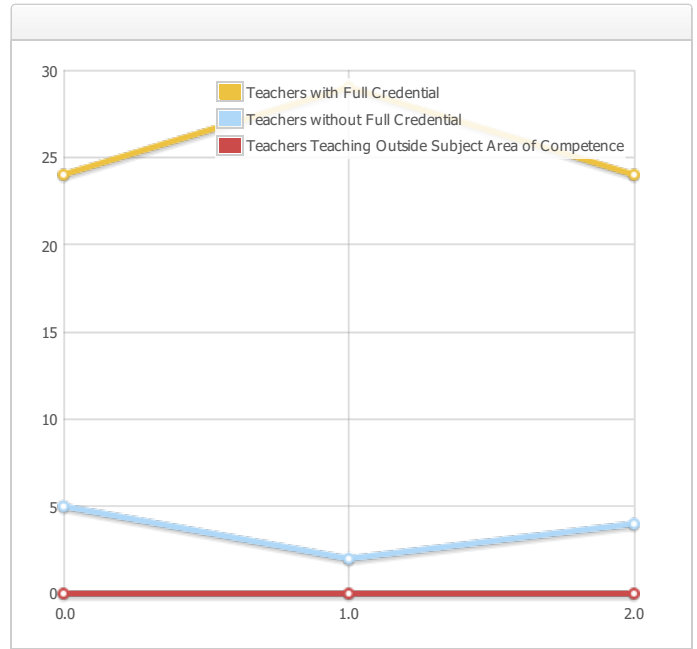
### State Priority: Basic

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

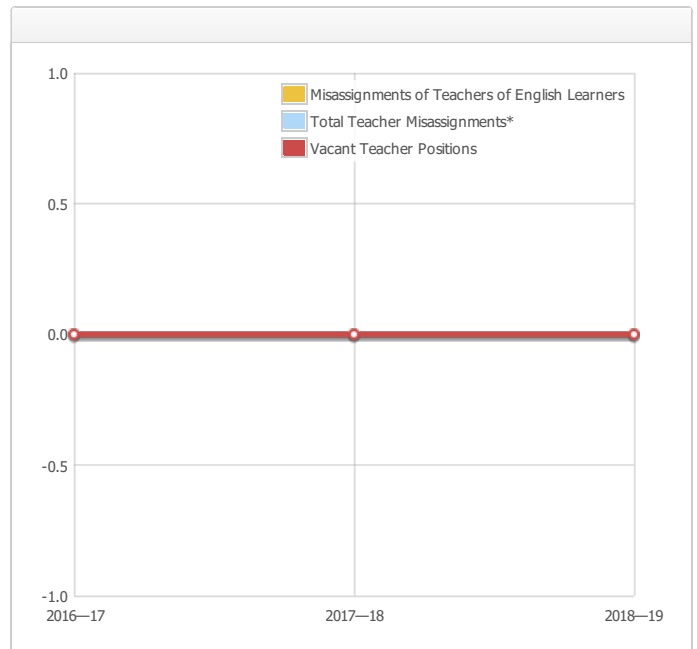
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	24	29	24	1211
Without Full Credential	5	2	4	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10



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	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.

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

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	McGraw Hill Treasures, Tesoros and Triumphs, c2010 - adopted 2012 *new adoption planned for 2019-20	Yes	0.0 %
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0.0 %
Science	Scott Foresman Science, c2008 - adpted 2008	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007	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: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Touch up yellow paint on 1st and 2nd floors (Hallway) Replace door mats at front entrance (Hallway)
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	Repair stall partition (Boys restroom by library) Urinals slow to flush (Boys restroom 2nd floor)
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Repair wall and paint to match (Workroom 110) Repair west wall and paint to match (Exterior) Paint handrails and wood at stairs by pony wall (Exterior)
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Repair rubber mat at play structure in back of room 124 (Playground) Doors rubbing at bottom by cafeteria (Hallway) Door rubbing at top (Room 129) Evaluate all rooms and repair or replace shades or blinds (All classrooms)

## Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Good
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*Last updated: 7/25/2019*

## 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)	24.0%	20.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	17.0%	15.0%	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: 1/22/2019*



## 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	333	321	96.40%	19.63%
Male	160	154	96.25%	13.64%
Female	173	167	96.53%	25.15%
Black or African American	21	20	95.24%	
American Indian or Alaska Native				
Asian	16	15	93.75%	26.67%
Filipino	--	--	--	
Hispanic or Latino	279	270	96.77%	20.00%
Native Hawaiian or Pacific Islander	--	--	--	
White	12	11	91.67%	18.18%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	313	303	96.81%	19.14%
English Learners	263	255	96.96%	19.61%
Students with Disabilities	35	35	100.00%	2.86%
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: 1/22/2019*

## 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	333	323	97.00%	14.55%
Male	160	155	96.88%	17.42%
Female	173	168	97.11%	11.90%
Black or African American	21	20	95.24%	
American Indian or Alaska Native				
Asian	16	15	93.75%	13.33%
Filipino	--	--	--	
Hispanic or Latino	279	272	97.49%	14.71%
Native Hawaiian or Pacific Islander	--	--	--	
White	12	11	91.67%	18.18%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	313	305	97.44%	14.75%
English Learners	263	257	97.72%	15.18%
Students with Disabilities	35	35	100.00%	5.71%
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: 1/22/2019

# 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	16.3%	16.3%	15.1%

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: 1/22/2019*

## 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)

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 School Community Outreach Worker 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, run the Book Fair, help distribute food from the White Pony Express and Food Bank of Contra Costa, assist on the Book Give Away Days and the run School Carnival. This year, in collaboration with the City of San Pablo, we have hired a full time Beacon School Coordinator. A responsibility of that position is to increase parent participation and to find additional resources for students and their parents.

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). All parents are welcome to attend the monthly meetings of the School Site Council. The meetings are held on the 3rd Thursday of each month.

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

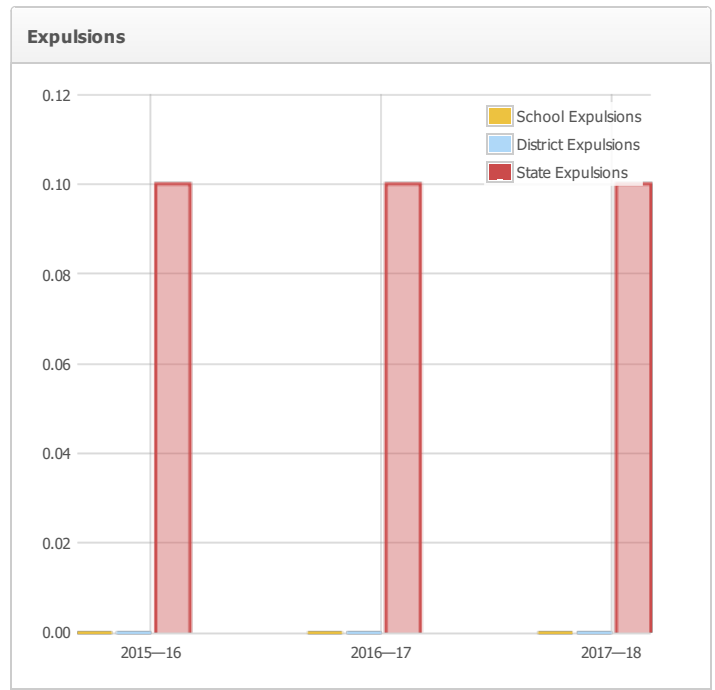
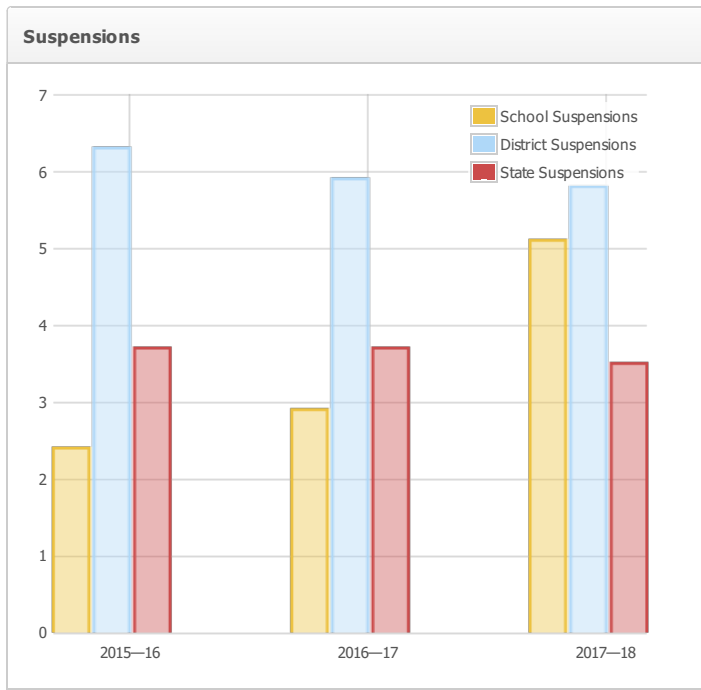
# State Priority: School Climate

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	2.4%	2.9%	5.1%	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: 1/22/2019

## 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	22.0	1	4	
1	17.0	4		
2	21.0	2	2	
3	23.0		4	
4	28.0		2	
5	32.0		1	1
6	27.0	1	1	2
Other**	27.0		1	

\* 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	22.0	1	4	
1	22.0	2	2	
2	19.0	2	1	
3	21.0	1	4	
4	32.0		1	2
5	32.0		2	
6	32.0		2	1
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	22.0		5	
1	21.0	1	3	
2	24.0		4	
3	22.0	1	3	
4	29.0		3	
5	32.0		1	1
6	33.0		1	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: 1/22/2019

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

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
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	0.6	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.9	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)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$7189.0	\$2150.8	\$5038.1	\$61846.3
District	N/A	N/A	\$7722.4	\$67686.4
Percent Difference – School Site and District	N/A	N/A	-42.1%	-9.0%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-26.5%	-26.5%

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

*Last updated: 1/25/2019*



## Types of Services Funded (Fiscal Year 2017—18)

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

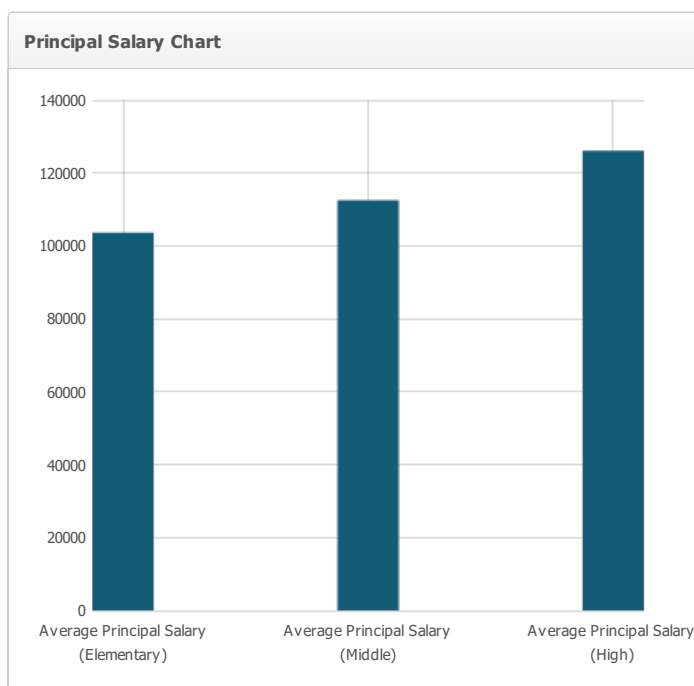
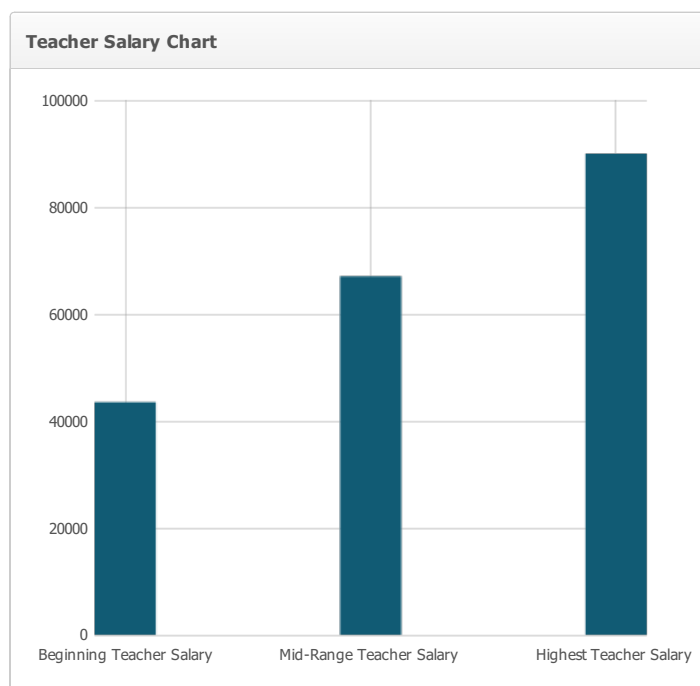
- CALIFORNIA SYMPHONY ORCHESTRA INC
- READ ALOUD
- RICHMOND ART CENTER: YMCA OF THE EAST BAY
- STUDY TRIPS
- BAY AREA COMMUNITY RESOURCES
- EAST BAY CENTER FOR PERFORMING ARTS
- FAITH NETWORK
- THE MINDFUL PROJECT
- WORLD STORY EXCHANGE

Last updated: 1/10/2019

## 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: 1/22/2019

## Professional Development

Quality instruction and instructional leadership are at the heart of the school's achievement efforts. The teaching staff meets on a weekly basis, for 1 hour to

develop teaching skills, review student data and plan instruction that promotes mastery of the learning standards. During these collaboration sessions, teachers jointly plan lessons and instructional activities for the reading language arts program. During the week before school starts, the staff meets 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 is a priority for the staff, with a focus on multiple methods in solving problems in math, as well as reading and analyzing non fiction text. Our Instructional Leadership Team guides the development our professional development activities. Our Principal, Vice Principal, and Instructional Coach meets with teachers to discuss classroom instructional strategies. They also provide in-classroom model lessons to teachers, as requested or deemed necessary. This year the focus has been on the implementation of common teaching practices with a sense of urgency to grow academically, socially, emotionally, and physically.

*Last updated: 1/14/2019*