

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

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

School Description: E. M. Downer Elementary is a Pre-school 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 96% Latino, 2% 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 standards-based 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 will 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 80 2nd through 4th grade students are in the program. An additional 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 is a priority for the staff. Partnerships are in place with the City of San Pablo, Contra Costa County, the Read Aloud Volunteer Program, 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 life long learners
- Helping students become valued members of our community

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	104
Grade 1	100
Grade 2	105
Grade 3	100
Grade 4	100
Grade 5	82
Grade 6	88
Total Enrollment	679

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	0.4
Asian	2.7
Filipino	0.3
Hispanic or Latino	87.6
Native Hawaiian or Pacific Islander	0.1
White	2.7
Two or More Races	0.4
Socioeconomically Disadvantaged	98.1
English Learners	72.8
Students with Disabilities	8.7

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	25	26	28	28
Without Full Credential	1	1	0	0
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) Macmillan/McGraw-Hill, Tesoros de lectura (K-3) 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 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 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	Repair floor tiles and rubber base (work orders submitted)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[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	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	Repair door stops, doors rubbing at the top, door frames, window blinds (work orders 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
Science (grades 5, 8, and 10)	40	31	29	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	29
Male	46
Female	11
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	30
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	29
English Learners	9
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	26	31	29	41	43	42	54	56	55
Mathematics	44	41	42	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	1	1	1
Similar Schools	1	1	1

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		12	-5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	17	17	-4
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	10	17	-4
English Learners	11	15	3
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	17.5	12.5	7.5

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 moving towards implementing the Full Service Community School Model. The staff attempts to form a bond 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 addresses a variety of topics regarding students and families include testing, health, nutrition, conferencing, parenting skills, homework and student achievement. There is a dedicated group of volunteers who support teachers by performing collating, printing and preparation of materials for school wide distribution.

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.

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 2012 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.

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
Suspensions	4.1	2.5	1.0	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	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)

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 required 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 supervise them until classes begin at 8:30 A.M. Entrances are only unlocked during school hours. 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 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	2003-2004	2004-2005
Year in Program Improvement*	Year 5	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	23	0	4	0	21	1	3		26		4	
1	23	2	2	0	20	1	4		20	1	4	
2	19.2	5	0	0	22	1	3		21	1	4	
3	29.3	0	3	0	25	1	3		25		4	
4	33	0	0	3	22	1	3		25	1	3	
5	29.5	0	4	0	24	1	3		21	2	2	
6	30.5	0	2	0	25	1	1	2	18	3	2	
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)	.40	---
Psychologist	.20	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	.40	---
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	\$8,364.76	\$3,778.04	\$4,586.72	\$60,321.81
District	---	---	\$5,547.14	\$57,253
Percent Difference: School Site and District	---	---	-17.3	9.5
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-17.2	-13.5

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

Types of Services Funded (Fiscal Year 2013-14)

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 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

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 develop 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 non-fiction text. The teachers met in different cadres over 40 times last year.

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.