

# E.M. Downer Elementary School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 web page 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.

#### 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.

## 2023-24 School Contact Information

|  |                               |
|--|-------------------------------|
| <b>School Name</b>                       | E.M. Downer Elementary School |
| <b>Street</b>                            | 1231 18th Street              |
| <b>City, State, Zip</b>                  | San Pablo, CA 94806-4731      |
| <b>Phone Number</b>                      | (510) 231-1435                |
| <b>Principal</b>                         | Marlon Galdamez               |
| <b>Email Address</b>                     | downer@wccusd.net             |
| <b>School Website</b>                    | www.wccusd.net/downer         |
| <b>County-District-School (CDS) Code</b> | 07617966057210                |

## 2023-24 District Contact Information

|                         |   |
|-------------------------|---|
| <b>District Name</b>    | West Contra Costa Unified School District |
| <b>Phone Number</b>     | (510) 231-1100                            |
| <b>Superintendent</b>   | Dr. Kenneth Chris Hurst                   |
| <b>Email Address</b>    | chris.hurst@wccusd.net                    |
| <b>District Website</b> | www.wccusd.net                            |

## 2023-24 School Description and Mission Statement

E.M. Downer Elementary is a preschool through 6th grade school and includes a Spanish/English Dual Language Immersion Program. 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, Wellness Center, Professional Development/Coaching Room. The second building houses the administration office, cafeteria and gym with a stage. The student population is 84% Latino, 4% African American, 5% Southeast Asian, 3% Native American, 2% white, and 1% other. The staff is composed of experienced teachers, many of whom have worked at the school for many years and many who are bilingual and culturally diverse.

### Academics:

At E.M. Downer, we have a Dual Language Immersion 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.). We have been implementing the district approved curriculum, Teachers College Reading and Writing Program and Benchmark to support in reading and writing through a workshop model. We also use a highly rated supplemental curriculums Zearn for math and CKLA/Caminos for ELA. We also have an instructional coach and an Early Literacy Support Specialist who both support academic programming, teachers, and students.

An intervention program based on the Multi-tiered System of Support (MTSS) model is in place. We have an Academic Support Team that focuses on our intervention program to support students and teachers to develop academic growth for all of our students. 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

## 2023-24 School Description and Mission Statement

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 students daily. There are multiple academic and elective based programs in place including thematic academic units, homework tutoring, music, visual art, dance, yoga, cooking, physical activities & sports. 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. 4th - 6th grade students have the opportunity to learn guitar, drums, keyboard and chorus through our modern band program. We have a variety of other programs that include tutoring, sports, drama, and arts.

### 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 Wellness Coach, a full-time child therapist and a school psychologist who support our students, teachers, and community. We also have a Beacon director who oversees all non-academic programs and works with our school partnerships.

### 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, 6th Grade Photo Exhibit, 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. We have school wide exercise events such as our Turkey Trot, Reindeer Run, Cupid's Charge and other fun health and exercise events.

### 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, Children Rising 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, Studio 510, and Playworks.

## About this School

### 2022-23 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 48                 |
| Grade 1          | 60                 |
| Grade 2          | 52                 |
| Grade 3          | 53                 |
| Grade 4          | 63                 |
| Grade 5          | 74                 |
| Grade 6          | 75                 |
| Total Enrollment | 425                |

### 2022-23 Student Enrollment by Student Group

| Student Group                    | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female                           | 50.8%                       |
| Male                             | 49.2%                       |
| American Indian or Alaska Native | 0.2%                        |
| Asian                            | 3.1%                        |
| Black or African American        | 4.7%                        |
| Filipino                         | 0.7%                        |
| Hispanic or Latino               | 89.2%                       |
| Two or More Races                | 0.9%                        |
| White                            | 1.2%                        |
| English Learners                 | 63.1%                       |
| Homeless                         | 0.7%                        |
| Socioeconomically Disadvantaged  | 84.7%                       |
| Students with Disabilities       | 14.1%                       |

#### 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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 22.10         | 95.68          | 1159.10         | 82.56            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 62.20           | 4.43             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.50          | 2.16           | 106.60          | 7.60             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.50          | 2.16           | 49.60           | 3.54             | 12115.80     | 4.41          |
| <b>Unknown</b>   | 0.00          | 0.00           | 26.30           | 1.87             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>  | 23.10         | 100.00         | 1403.90         | 100.00           | 274759.10    | 100.00        |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 16.60         | 77.94          | 1150.10         | 75.53            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 59.40           | 3.90             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 2.20          | 10.32          | 171.60          | 11.27            | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 1.00          | 4.69           | 50.30           | 3.30             | 11953.10     | 4.28          |
| <b>Unknown</b>   | 1.50          | 7.04           | 91.20           | 5.99             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>  | 21.30         | 100.00         | 1522.80         | 100.00           | 279044.80    | 100.00        |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                                     | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers  | 0.00    | 0.00    |
| Misassignments   | 0.50    | 2.20    |
| Vacant Positions   | 0.00    | 0.00    |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.50    | 2.20    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.50    | 1.00    |
| Local Assignment Options                               | 0.00    | 0.00    |
| <b>Total Out-of-Field Teachers</b>                     | 0.50    | 1.00    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 2.4     | 10      |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 2.2     | 9       |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected |   | November 2023               |  |
|---|---|-----------------------------|--|
| Subject   | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts                           | Teachers College Reading, Writing & Phonics, c2015 - adopted 2019<br>Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022 | Yes                         | 0%   |

|                                   |   |     |    |
|-----------------------------------|---|-----|----|
| <b>Mathematics</b>                | McGraw Hill My Math, grades TK-5, c2013 - adopted 2016<br>Larsen Brothers Big Ideas Math, grade 6, c2015 adopted 2017 | Yes | 0% |
| <b>Science</b>                    | Twig Science, grades TK-5, c2023 - adopted 2023<br>Amplify Science, grade 6, c2020 - adopted 2020                     | Yes | 0% |
| <b>History-Social Science</b>     | Seesaw Lessons, grade TK, c2022 - adopted 2022<br>McGraw Hill California Vistas, grades K-6, c2007 - adopted 2007     | Yes | 0% |
| <b>Foreign Language</b>           | N/A   |     |    |
| <b>Health</b>                     | N/A   |     |    |
| <b>Visual and Performing Arts</b> | N/A   |     |    |

## 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.

**Year and month of the most recent FIT report**

July 2023

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned   |
|---|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                          | X         |           |           |   |
| <b>Interior:</b><br>Interior Surfaces   | X         |           |           |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation           | X         |           |           |   |
| <b>Electrical</b>   |           | X         |           | Electrical room 161 - Removed stored items.<br>Boys downstairs restroom - Hand dryer is not working.  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    |           | X         |           | Boys restroom behind MPR - Middle stall toilet is not flushing.<br>Boys downstairs restroom - Hand dryer is not working.                    |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X         |           |           | Electrical room 1161 - Remove stored items.   |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X         |           |           | Repair the exterior walls in front of the trash enclosure.  |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences |           |           | X         | Stage - Back door behind the stage drags on the threshold.<br>Front of school - Door closers need to be adjusted on two of the entry doors. |

## School Facility Conditions and Planned Improvements

|  |  |  |   |
|--|--|--|---|
|  |  |  | <p>Room 128 - Door closers need to be adjusted on the back door.</p> <p>Exterior - Repaint exterior doors and wood sills on the west side of the school.</p> <p>Gym - Repair the exterior doors on the gym/stage.</p> |
|--|--|--|---|

## Overall Facility Rate

| 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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| Subject  | School<br>2021-22 | School<br>2022-23 | District<br>2021-22 | District<br>2022-23 | State<br>2021-22 | State<br>2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 13                | 15                | 32                  | 32                  | 47               | 46               |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 16                | 10                | 21                  | 22                  | 33               | 34               |

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 266                     | 257                  | 96.62                 | 3.38                      | 14.79                          |
| <b>Female</b>  | 132                     | 126                  | 95.45                 | 4.55                      | 19.84                          |
| <b>Male</b>  | 134                     | 131                  | 97.76                 | 2.24                      | 9.92                           |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>                     | 15                      | 14                   | 93.33                 | 6.67                      | 7.14                           |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 229                     | 223                  | 97.38                 | 2.62                      | 14.80                          |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                             | --                      | --                   | --                    | --                        | --                             |
| <b>White</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>English Learners</b>                              | 154                     | 147                  | 95.45                 | 4.55                      | 7.48                           |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Socioeconomically Disadvantaged</b>               | 252                     | 243                  | 96.43                 | 3.57                      | 13.99                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | 45                      | 44                   | 97.78                 | 2.22                      | 2.27                           |

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 266                     | 262                  | 98.50                 | 1.50                      | 10.31                          |
| <b>Female</b>  | 132                     | 130                  | 98.48                 | 1.52                      | 14.62                          |
| <b>Male</b>  | 134                     | 132                  | 98.51                 | 1.49                      | 6.06                           |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>                     | 15                      | 14                   | 93.33                 | 6.67                      | 0.00                           |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 229                     | 227                  | 99.13                 | 0.87                      | 10.13                          |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                             | --                      | --                   | --                    | --                        | --                             |
| <b>White</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>English Learners</b>                              | 154                     | 151                  | 98.05                 | 1.95                      | 4.64                           |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Socioeconomically Disadvantaged</b>               | 252                     | 248                  | 98.41                 | 1.59                      | 10.08                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | 45                      | 44                   | 97.78                 | 2.22                      | 0.00                           |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

| Subject   | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Science</b><br>(grades 5, 8 and high school) | 5.13           | 5.33           | 18.49            | 20.56            | 29.47         | 30.29         |

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group  | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 75               | 75            | 100.00         | 0.00               | 5.33                    |
| <b>Female</b>  | 29               | 29            | 100.00         | 0.00               | 6.90                    |
| <b>Male</b>  | 46               | 46            | 100.00         | 0.00               | 4.35                    |
| <b>American Indian or Alaska Native</b>              | --               | --            | --             | --                 | --                      |
| <b>Asian</b>   | --               | --            | --             | --                 | --                      |
| <b>Black or African American</b>                     | --               | --            | --             | --                 | --                      |
| <b>Filipino</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Hispanic or Latino</b>                            | 65               | 65            | 100.00         | 0.00               | 6.15                    |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                | 0             | 0              | 0                  | 0                       |
| <b>Two or More Races</b>                             | --               | --            | --             | --                 | --                      |
| <b>White</b>   | 0                | 0             | 0              | 0                  | 0                       |
| <b>English Learners</b>                              | 44               | 44            | 100.00         | 0.00               | 0.00                    |
| <b>Foster Youth</b>                                  | 0                | 0             | 0              | 0                  | 0                       |
| <b>Homeless</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Military</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Socioeconomically Disadvantaged</b>               | 71               | 71            | 100.00         | 0.00               | 5.63                    |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0             | 0              | 0                  | 0                       |
| <b>Students with Disabilities</b>                    | 11               | 11            | 100.00         | 0.00               | 0.00                    |

## B. Pupil Outcomes

### 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5     | 98.7                          | 98.7  | 58.7   | 98.7   | 98.7                     |

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

E.M. Downer has monthly Parent Meetings. All parents are invited to attend. These 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. Parents are also involved in planning events such as the Halloween / Fall Harvest Parade, the Winter Holiday show and they run the School Carnival. In collaboration with the City of San Pablo, we have 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.

We also have an African American Parent Advisory Committee (AAPAC) and an English Learner Advisory Committee (ELAC).

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

## 2022-23 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 462                   | 451                                     | 179                       | 39.7                     |
| Female  | 231                   | 225                                     | 87                        | 38.7                     |
| Male  | 231                   | 226                                     | 92                        | 40.7                     |
| Non-Binary                                    | 0                     | 0                                       | 0                         | 0.0                      |
| American Indian or Alaska Native              | 2                     | 1                                       | 0                         | 0.0                      |
| Asian   | 13                    | 13                                      | 4                         | 30.8                     |
| Black or African American                     | 24                    | 21                                      | 10                        | 47.6                     |
| Filipino                                      | 5                     | 5                                       | 1                         | 20.0                     |
| Hispanic or Latino                            | 405                   | 398                                     | 158                       | 39.7                     |
| Native Hawaiian or Pacific Islander           | 0                     | 0                                       | 0                         | 0.0                      |
| Two or More Races                             | 8                     | 8                                       | 3                         | 37.5                     |
| White   | 5                     | 5                                       | 3                         | 60.0                     |
| English Learners                              | 293                   | 290                                     | 101                       | 34.8                     |
| Foster Youth                                  | 1                     | 0                                       | 0                         | 0.0                      |
| Homeless                                      | 6                     | 5                                       | 2                         | 40.0                     |
| Socioeconomically Disadvantaged               | 424                   | 417                                     | 165                       | 39.6                     |
| Students Receiving Migrant Education Services | 0                     | 0                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 83                    | 80                                      | 36                        | 45.0                     |

### C. Engagement

#### 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

This table displays suspensions and expulsions data.

| Rate        | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00           | 1.16           | 2.38           | 0.01             | 3.97             | 4.81             | 0.20          | 3.17          | 3.60          |
| Expulsions  | 0.00           | 0.00           | 0.00           | 0.00             | 0.04             | 0.02             | 0.00          | 0.07          | 0.08          |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 2.38             | 0               |
| Female  | 1.3              | 0               |
| Male  | 3.46             | 0               |
| Non-Binary                                    |                  |                 |
| American Indian or Alaska Native              | 0                | 0               |
| Asian   | 0                | 0               |
| Black or African American                     | 0                | 0               |
| Filipino                                      | 0                | 0               |
| Hispanic or Latino                            | 2.72             | 0               |
| Native Hawaiian or Pacific Islander           | 0                | 0               |
| Two or More Races                             | 0                | 0               |
| White   | 0                | 0               |
| English Learners                              | 2.39             | 0               |
| Foster Youth                                  | 0                | 0               |
| Homeless                                      | 0                | 0               |
| Socioeconomically Disadvantaged               | 2.36             | 0               |
| Students Receiving Migrant Education Services | 0                | 0               |
| Students with Disabilities                    | 3.61             | 0               |

## 2023-24 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2023. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 28                 |                                      | 3                                     | 1                                   |
| 1           | 23                 |                                      | 4                                     |                                     |
| 2           | 23                 |                                      | 6                                     |                                     |
| 3           | 23                 |                                      | 8                                     |                                     |
| 4           | 30                 |                                      | 4                                     |                                     |
| 5           | 27                 |                                      | 6                                     |                                     |
| 6           | 30                 |                                      | 4                                     |                                     |
| Other       | 16                 | 2                                    |                                       |                                     |

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 29                 | 4                                    |                                       | 2                                   |
| 1           | 25                 |                                      | 4                                     |                                     |
| 2           | 23                 |                                      | 4                                     |                                     |
| 3           | 21                 | 4                                    | 2                                     |                                     |
| 4           | 28                 |                                      | 6                                     |                                     |
| 5           | 29                 |                                      | 4                                     |                                     |
| 6           | 30                 |                                      | 4                                     |                                     |
| Other       | 23                 | 2                                    | 2                                     |                                     |

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 24                 | 0                                    | 4                                     | 0                                   |
| 1           | 20                 | 6                                    | 0                                     | 0                                   |
| 2           | 24                 | 0                                    | 4                                     | 0                                   |
| 3           | 24                 | 0                                    | 4                                     | 0                                   |
| 4           | 31                 | 0                                    | 4                                     | 0                                   |
| 5           | 28                 | 0                                    | 4                                     | 0                                   |
| 6           | 28                 | 0                                    | 4                                     | 0                                   |
| Other       | 17                 | 4                                    | 2                                     | 0                                   |

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title                        | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 0     |

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title   | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) |                                  |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  |                                  |
| Social Worker   |                                  |
| Nurse   |                                  |
| Speech/Language/Hearing Specialist                            | 2                                |
| Resource Specialist (non-teaching)                            |                                  |
| Other   | 2                                |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level  | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>School Site</b>                                   | 7647.67                      | 2581.26                             | 5066.42                               | 59008.54               |
| <b>District</b>                                      | N/A                          | N/A                                 | 5516.63                               | \$77,994               |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | -8.5                                  | -27.7                  |
| <b>State</b>   | N/A                          | N/A                                 | \$7,607                               | \$87,885               |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | -15.5                                 | -39.3                  |

## Fiscal Year 2022-23 Types of Services Funded

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

AMAZON  
 BAY AREA COMMUNITY RESOURCES  
 BOOKSOURCE  
 CALIFORNIA SYMPHONY ORCHESTRA INC  
 CENTER FOR THE COLLABORATIVE CLASSR  
 EAST BAY REGIONAL PARK DISTRICT  
 ESGI LLC  
 FAITH NETWORK  
 FOLLETT CONTENT SOLUTIONS LLC  
 FOOD MAXX  
 LEARN2EARN CORPORATION  
 SIERRA PACIFIC TOURS  
 SOUTHWEST SCHOOL & OFFICE SUPPLY  
 THE MAIN IDEA LLC  
 THRIVE  
 US BANK  
 WORLD STORY EXCHANGE  
 YMCA OF THE EAST BAY

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category   | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | \$50,922        | \$55,550                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$79,887        | \$80,703                                     |
| <b>Highest Teacher Salary</b>                        | \$103,799       | \$109,418                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$124,259       | \$137,703                                    |
| <b>Average Principal Salary (Middle)</b>             | \$129,831       | \$143,760                                    |
| <b>Average Principal Salary (High)</b>               | \$145,277       | \$159,021                                    |
| <b>Superintendent Salary</b>                         | \$270,000       | \$319,443                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 28.46%          | 30.35%                                       |
| <b>Percent of Budget for Administrative Salaries</b> | 5.12%           | 4.87%  |

## 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, collaborate as a grade level team, or to plan instruction that promotes mastery of the learning standards. During 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. Throughout the last few years, teachers and administrators have been attending professional development for Teachers College Reading, while also using our supplemental curriculum CKLA/Caminos, Benchmark, SIPPS and Heggerty foundational skills program. Our Instructional Leadership Team along with our Instructional Coach guides the development of our professional development activities. Our Principal, Vice Principal, Early Literacy Coach and Instructional Coach meet 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.

We are a Title I school that also is receiving ELSB funds that support a focus on Early Literacy.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 40      | 32      | 22      |