

E.M. Downer Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	E.M. Downer Elementary School
Street	1231 18th Street
City, State, Zip	San Pablo, CA 94806-4731
Phone Number	(510) 231-1435
Principal	Marlon Galdamez
Email Address	downer@wccusd.net
School Website	http://downer.wccusd.net/
Grade Span	K-6
County-District-School (CDS) Code	07617966057210

2025-26 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Cheryl Cotton
Email Address	ccotton@wccusd.net
District Website	www.wccusd.net

2025-26 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, and 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

2025-26 School Description and Mission Statement

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 program. 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 reading and writing through a workshop model and Eureka2 math. We also use a highly rated program, Amplify CKLA/Caminos and for ELA.

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 in developing 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 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, which 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,

2025-26 School Description and Mission Statement

and Playworks.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	47
Grade 1	49
Grade 2	51
Grade 3	71
Grade 4	52
Grade 5	56
Grade 6	62
Total Enrollment	388

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
Asian	2.3
Black or African American	5.9
Filipino	0.8
Hispanic or Latino	88.7
Two or More Races	1.3
White	1
English Learners	58.2
Homeless	1.3
Socioeconomically Disadvantaged	96.1
Students with Disabilities	22.7

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.6	77.94	1150.1	75.53	234405.2	84
Intern Credential Holders Properly Assigned	0	0	59.4	3.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.2	10.32	171.6	11.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	4.69	50.3	3.3	11953.1	4.28
Unknown/Incomplete/NA	1.5	7.04	91.2	5.99	15831.9	5.67
Total Teaching Positions	21.3	100	1522.8	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.5	86.89	1081.7	75.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	45.2	3.16	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	10.49	155.3	10.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	56.4	3.94	11746.9	4.23
Unknown/Incomplete/NA	0.5	2.62	94.3	6.58	14303.8	5.15
Total Teaching Positions	19	100	1433.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14	73.78	1016.1	72.62	230039.4	100
Intern Credential Holders Properly Assigned	1	5.24	43.7	3.13	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	5.24	190.3	13.6	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	10.49	81.3	5.82	12112.8	4.34
Unknown/Incomplete/NA	1	5.24	67.7	4.84	13705.8	4.91
Total Teaching Positions	19	100	1399.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	2	1
Misassignments	2.20	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.20	2	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	2
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	0	2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10	0	5.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9	0	4.5

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	0%
Mathematics	Great Minds, Eureka Math Squared, c2025 - adopted 2025	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-5, c2007 - adopted 2007 TCI History Alive, grade 6, c2017 - adopted 2020	0%
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

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.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

7/22/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: 223: 2. HVAC VENT IS BROKEN. 4. FORMICA TRIM IS MISSING AND CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR FRAME.
Interior: Interior Surfaces		X		101: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 103: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 126: 4. RUBBER MOULDING IS MISSING. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 127: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 200: 4. FORMICA IS CHIPPING ON CABINET. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 202: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 203: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 204: 4. FORMICA TRIM IS MISSING AND CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 205: 4. FORMICA TRIM IS MISSING AND CHIPPING ON COUNTERTOP. 207: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. TWO LIGHT PANELS FLICKER. 208: 4. FORMICA TRIM IS MISSING AND CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 209: 4. FORMICA TRIM IS MISSING AND CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 210: 4. FORMICA IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING. 215 JANITOR: 4. FLOORING IS DAMAGED AT ENTRY. 221: 4. FORMICA IS CHIPPING ON COUNTERTOP. 7. MULTIPLE LUGHTBULBS ARE OUT. 222: 4. FORMICA IS CHIPPING ON COUNTERTOP. 223: 2. HVAC VENT IS BROKEN. 4. FORMICA TRIM IS MISSING AND CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR FRAME. 224: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 12. SOFT SPOT IN FLOORING AT ENTRY. 226: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

School Facility Conditions and Planned Improvements

			COMPUTER LAB/ 130: 4. FORMICA IS CHIPPING ON COUNTERTOP. CEILING TILE IS BROKEN. GIRLS REST ROOM (NEAR GYM): 4. HADICAP STALL LOCK/SLIDER IS BROKEN. TEACHERS LOUNGE/ 158: 4. FORMICA TRIM IS MISSING ON COUNTERTOP.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	101: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 102: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 105: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 116 AFTER SCHOOL OROGRAM: 5. ROOM IS CLUTTERED. 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSERS ARE LOOSE. 124: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 126: 4. RUBBER MOULDING IS MISSING. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 127: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 128: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 150 STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 200: 4. FORMICA IS CHIPPING ON CABINET. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 203: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 204: 4. FORMICA TRIM IS MISSING AND CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 208: 4. FORMICA TRIM IS MISSING AND CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 209: 4. FORMICA TRIM IS MISSING AND CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 210: 4. FORMICA IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING. 219: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 226: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 228: 5. UNSECURED ITEMS ARE STORED TOO HIGH. CARPET IS STAINED. 11. PAINT IS PEELING ON DOOR FRAME. 15. DOOR CLOSER COVER IS MISSING. ADMIN: 5. DEAD BUGS/DEBRIS IN LIGHT FIXTURES. 7. THREE LIGHT FIXTURES ARE OUT (FOYER).

School Facility Conditions and Planned Improvements

				OT/ 123: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A DRIP.
Electrical		X		112 STAFF LOUNGE: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT HANDLE. 116 AFTER SCHOOL OROGRAM: 5. ROOM IS CLUTTERED. 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSERS ARE LOOSE. 127: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 128: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 207: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. TWO LIGHT PANELS FLICKER. 218: 7. TWO LIGHT PANELS ARE OUT. 219: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 221: 4. FORMICA IS CHIPPING ON COUNTERTOP. 7. MULTIPLE LUGHTBULBS ARE OUT. ADMIN: 5. DEAD BUGS/DEBRIS IN LIGHT FIXTURES. 7. THREE LIGHT FIXTURES ARE OUT (FOYER). BOYS REST ROOM (NEAR 123): 7. LIGHT DIFFUSER IS BROKEN AND LOOSE. BOYS REST ROOM (NEAR 220): 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON CEILING. LIBRARY/ 131: 7. ONE LIGHT FIXTURE IS OUT. OPEN OFFICE/ 143: 7. MULTIPLE LIGHT BULBS ARE OUT. STAGE: 7. LIGHT DIFFUSER IS MISSING. LIGHT DIFFUSER IS LOOSE. SIX CAN LIGHTS ARE OUT. 15. DOOR CLOSER CIVER IS MISSING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	112 STAFF LOUNGE: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT HANDLE. NURSE/ 154: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) OT/ 123: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A DRIP. UNISEX REST ROOM (ADMIN): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. UNISEX REST ROOM (NEAR 112): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM (NEAR 123): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM (NEAR 218): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCET HAS A LOW FLOW. UNISEX REST ROOM (NEAR 220): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE IS NOT POSTED) UNISEX RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			107: 10. EVACUATION MAP IS NOT POSTED. 164 KITCHEN: 11. PAINT IS PEELING ON DOORFRAME. 223: 2. HVAC VENT IS BROKEN. 4. FORMICA TRIM IS MISSING AND CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR FRAME. 228: 5. UNSECURED ITEMS ARE STORED TOO HIGH. CARPET IS STAINED. 11. PAINT IS PEELING ON DOOR FRAME. 15. DOOR CLOSER COVER IS MISSING. BOYS REST ROOM (NEAR 220): 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON CEILING. GIRLS REST ROOM (NEAR 112): 11. PAINT IS PEELING ON INTERIOR WALL.
Structural: Structural Damage, Roofs	X			163 SPEEDLINE: 12. CRACK IN INTERIOR WALL. 224: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 12. SOFT SPOT IN FLOORING AT ENTRY.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			210: 4. FORMICA IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING. 228: 5. UNSECURED ITEMS ARE STORED TOO HIGH. CARPET IS STAINED. 11. PAINT IS PEELING ON DOOR FRAME. 15. DOOR CLOSER COVER IS MISSING. CAFETERIA: 15. DOOR CLOSER COVERS ARE MISSING. PLAYGROUNDS: 14. RUBBER FLOOR TILE IS BROKEN. STAGE: 7. LIGHT DIFFUSER IS MISSING. LIGHT DIFFUSER IS LOOSE. SIX CAN LIGHTS ARE OUT. 15. DOOR CLOSER CIVER IS MISSING.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	17	14	33	34	47	48
Mathematics (grades 3-8 and 11)	12	16	23	26	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	252	238	94.44	5.56	13.87
Female	125	121	96.80	3.20	15.70
Male	127	117	92.13	7.87	11.97
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	15	15	100.00	0.00	6.67
Filipino	--	--	--	--	--
Hispanic or Latino	227	213	93.83	6.17	14.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	143	131	91.61	8.39	6.11
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	239	230	96.23	3.77	13.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	48	96.00	4.00	4.17

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	252	248	98.41	1.59	15.73
Female	125	124	99.20	0.80	19.35
Male	127	124	97.64	2.36	12.10
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	15	15	100.00	0.00	6.67
Filipino	--	--	--	--	--
Hispanic or Latino	227	223	98.24	1.76	15.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	143	141	98.60	1.40	6.38
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	239	237	99.16	0.84	15.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	48	96.00	4.00	4.17

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	11.11	5.08	20.89	21.23	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	59	96.72	3.28	5.08
Female	27	27	100.00	0.00	3.70
Male	34	32	94.12	5.88	6.25
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	54	52	96.30	3.70	3.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	34	33	97.06	2.94	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	58	98.31	1.69	5.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	15	88.24	11.76	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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	100	100	100	100	100

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.

2025-26 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, including 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 preparing materials. Parents also help to support school-wide activities. Parents participated in pre-school transition meetings to familiarize themselves 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, and assist with 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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	426	415	133	32.0
Female	203	197	55	27.9
Male	223	218	78	35.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	25	24	15	62.5
Filipino	--	--	--	--
Hispanic or Latino	378	369	109	29.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	261	254	73	28.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	406	397	129	32.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	102	102	44	43.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.38	2.06	0.94	4.81	4.82	4.31	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0.01	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.94	0.00
Female	0.00	0.00
Male	1.79	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.53	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.77	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 2025. 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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	23	0	2	0
1	22	0	2	0
2	20	2	1	0
3	22	0	2	0
4	25	0	2	0
5	28	0	2	0
6	33	0	0	0
Other	12	3	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	19	1	1	
1	22		2	
2	21	1	1	
3	22		3	
4	24		2	
5	26		2	
6	29		2	
Other	14	3		

2024-25 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

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
School Site	12244.01	5271.72	6972.29	92677.93
District	N/A	N/A	5706.02	\$91,374
Percent Difference - School Site and District	N/A	N/A	-0.8	9.4
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-42.8	-2.1

Fiscal Year 2024-25 Types of Services Funded

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

AAA WORKSPACE - EPROCUREMENT
 AMAZON
 AMAZON (E-PROCUREMENT)
 AMPLIFY EDUCATION INC
 BAY AREA COMMUNITY RESOURCES, INC
 CALIFORNIA KINDERGARTEN ASSOCIATION
 CALIFORNIA SYMPHONY ORCHESTRA INC
 CITY OF SAN PABLO
 FAITH NETWORK
 FOLLETT CONTENT SOLUTIONS LLC
 FOOD MAXX
 KBA DOCUMENT SOLUTIONS, LLC

Fiscal Year 2024-25 Types of Services Funded

MICHAELS TRANSPORTATION
 NAVIGATE360, LLC
 PARKS EXPRESS
 PLAYWORKS EDUCATION ENERGIZED
 SIERRA PACIFIC TOURS
 THE MARIACHI CONNECTION
 US BANK
 WEST CONTRA COSTA PUBLIC EDUCATION
 WORLD STORY EXCHANGE
 YMCA OF THE EAST BAY

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
Beginning Teacher Salary	\$58,573	\$60,863
Mid-Range Teacher Salary	\$91,890	\$93,575
Highest Teacher Salary	\$119,395	\$125,548
Average Principal Salary (Elementary)	\$131,244	\$157,645
Average Principal Salary (Middle)	\$138,034	\$165,341
Average Principal Salary (High)	\$156,078	\$182,580
Superintendent Salary	\$280,908	\$357,064
Percent of Budget for Teacher Salaries	25.8%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

Professional Development

Quality instruction and instructional leadership are at the heart of the school's achievement efforts. The teaching staff meets weekly for 1 hour to develop teaching skills, review student data, collaborate as a grade level team, or 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 develop 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 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.

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

Subject	2023-24	2024-25	2025-26
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	22	32	20
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