

E. M. Downer Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	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	Chris Read
Email Address	cread@wccusd.net
Website	www.wccusd.net/downer
County-District-School (CDS) Code	07617966057210

Entity	Contact Information
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
Email Address	matthew.duffy@wccusd.net
Website	www.wccusd.net

School Description and Mission Statement (School Year 2019-20)

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

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

E. M. Downer Elementary is a preschool through 6th-grade school 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 80% Latino, 8% African American, 5% Southeast Asian, 4% 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 adopted curriculum, Teachers College Reading and Writing Program to support in reading and writing through a workshop model. We also have an instructional coach who supports 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 and challenges to every student at an appropriate learning level, resulting in academic growth for all students. Student progress is monitored every six weeks to determine success or the need for modified instruction.

After School Program:

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

Social and Emotional Learning:

Research indicates that social and academic learning go hand in hand. At E.M. Downer Elementary School, we believe in the importance of social and emotional growth. When a student feels emotionally safe, happy and known, they are ready to learn. Teachers and staff focus on knowing students individually, developmentally and culturally and seek to provide a school and classroom culture where relationships are positive, nurturing and cooperative. We have a full-time Wellness Coordinator, 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	82
Grade 1	92
Grade 2	95
Grade 3	98
Grade 4	72
Grade 5	75
Grade 6	78
Total Enrollment	592

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	0.2
Asian	3.7
Filipino	0.7
Hispanic or Latino	85.3
White	2.9
Two or More Races	1.4
Socioeconomically Disadvantaged	94.6
English Learners	61.8
Students with Disabilities	9.5
Foster Youth	0.5
Homeless	2.4

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	29	24	25	1241
Without Full Credential	2	4	3	111
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	21

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures & Triumphs, c2010 - adopted 2012 McGraw Hill Treasures ELD Wonders, c 2010 - adopted 2012 Teachers College Reading, Writing & Phonics, c2015 - adopted 2019	Yes	0%
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 adopted 2017	Yes	0%
Science	Scott Foresman Science, c2008 - adpted 2008	Yes	0%
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	The vent screen is missing at the girls 2nd floor restroom.
Interior: Interior Surfaces	Poor	Repair the floor at the back door of the MPR. Paint the 2nd floor hallway to match the walls by the boys and girls restrooms.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Clean the spider webs and nesting inside the window in back of the hallway by room 201.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Remove the broken sanitary napkin holders in the girls 2nd floor restroom.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Repair and paint to match the holes in the MPR facing the playground.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Remove the bumper and replace it with door holders at the entrance doors by the library. The door hits at the top at the girls' 2nd-floor restroom. The strike plate is loose at the back gate of the MPR to the parking lot. There is a tripping hazard between the concrete and asphalt by the palm trees. The palm tree branches are falling and creating a dangerous situation to students. The shade has fallen down in room 223.
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	20	24	36	36	50	50
Mathematics (grades 3-8 and 11)	15	16	24	25	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	333	323	97.00	3.00	23.53
Male	168	163	97.02	2.98	19.02
Female	165	160	96.97	3.03	28.13
Black or African American	18	18	100.00	0.00	5.56
American Indian or Alaska Native					
Asian	12	12	100.00	0.00	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	286	276	96.50	3.50	23.55
Native Hawaiian or Pacific Islander					
White	12	12	100.00	0.00	33.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	320	311	97.19	2.81	23.79
English Learners	255	247	96.86	3.14	21.86
Students with Disabilities	30	30	100.00	0.00	3.33
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	333	331	99.40	0.60	16.01
Male	168	167	99.40	0.60	17.37
Female	165	164	99.39	0.61	14.63
Black or African American	18	18	100.00	0.00	0.00
American Indian or Alaska Native					
Asian	12	12	100.00	0.00	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	286	284	99.30	0.70	14.44
Native Hawaiian or Pacific Islander					
White	12	12	100.00	0.00	50.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	320	318	99.38	0.62	16.35
English Learners	255	255	100.00	0.00	16.86
Students with Disabilities	30	29	96.67	3.33	3.45
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	26.1	15.2	4.3

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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

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

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.9	5.1	6.0	5.9	5.8	5.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 for 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 January 2020. A copy of the Comprehensive School Safety plan will be available for review on the district's website in February 2020.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	4		22		5		21	1	3	
1	22	2	2		21	1	3		22	1	3	
2	19	2	1		24		4		23	2	2	
3	21	1	4		22	1	3		24		4	
4	32		1	2	29		3		28		2	
5	32		2		32		1	1	30		2	1
6	32		2	1	33		1	2	26		3	
Other**									13	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,676.97	\$1,549.01	\$5,127.96	\$67,581.15
District	N/A	N/A	\$7,641.88	\$70,833.00
Percent Difference - School Site and District	N/A	N/A	-39.4	-4.7
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-37.7	-19.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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

- AMAZON.COM
- AMERICAN STAGE TOURS
- BARNES AND NOBLE INC
- BART
- BAY AREA CHILDREN'S
- BAY AREA COMMUNITY R
- BENCHMARK EDUCATION
- CALIFORNIA ACADEMY O
- CALIFORNIA SYMPHONY
- CHILDREN RISING
- CKA
- D & D SECURITY ENTER
- D HARRIS TOURS INC
- DEMCO INC
- EAST BAY REGIONAL PA
- FIRST STUDENT INC
- FOLLETT SCHOOL SOLUT
- FRECKLE EDUCATION
- INTERSECTION ARTS
- LAMINATOR.COM
- LEARNING A-Z
- LENOVO INC
- MICHAELS TRANSPORTAT
- MINDFUL PROJECT
- NEWSELA, INC
- PARKS EXPRESS
- READ ALOUD
- RICHMOND ART CENTER
- SAVE MART SUPERMARK
- SCHOLASTIC INC
- SOUTHWEST SCHOOL & O
- STREAMLINE BUILDERS
- TIME FOR KIDS
- UC REGENTS
- WORLD STORY EXCHANGE
- YMCA OF THE EAST BAY

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,360	\$48,612
Mid-Range Teacher Salary	\$72,730	\$74,676
Highest Teacher Salary	\$94,500	\$99,791
Average Principal Salary (Elementary)	\$106,868	\$125,830
Average Principal Salary (Middle)	\$116,689	\$131,167
Average Principal Salary (High)	\$129,673	\$144,822
Superintendent Salary	\$260,000	\$275,796
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Quality instruction and instructional leadership are at the heart of the school's achievement efforts. The teaching staff meets on a weekly basis, for 1 hour to develop teaching skills, review student data and plan instruction that promotes mastery of the learning standards. During these collaboration sessions, teachers jointly plan lessons and instructional activities for the reading language arts program. During the week before school starts, the staff meets to develop learning or review teaching techniques, become familiar with newly adopted programs, and develops a consensus for procedures and policies for student behavior and activities. Implementation of the Common Core State Standards is a priority for the staff, with a focus on multiple methods in solving problems in math, as well as reading and analyzing non-fiction text. Throughout the last few years, teachers and administrators have been attending professional development for Teachers College Reading and Writing Program. Our Instructional Leadership Team along with our Instructional Coach guides the development of our professional development activities. Our Principal, Vice Principal, 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.