

Robert Down Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Robert Down Elementary School
Street	485 Pine Ave.
City, State, Zip	Pacific Grove , CA 93950-3401
Phone Number	831.646.6540
Principal	Linda Williams
E-mail Address	lwilliams@pgusd.org
Web Site	http://robertdown.pgusd.org/
Grades Served	K-5
CDS Code	27661346026496

District Contact Information	
District Name	Pacific Grove Unified School District
Phone Number	831.646.6520
Superintendent	Ralph Porras
E-mail Address	rporras@pgusd.org
Web Site	www.pgusd.org

School Description and Mission Statement (Most Recent Year)

Robert Down Elementary School, founded in 1891 and situated in the heart of Pacific Grove, California, is beautifully located beside the Pacific Ocean and Monterey Bay. The K-5 program focuses on a common core standards-aligned curriculum. We are a “MegaSkills” and a “Random Acts of KIDness” school with a strong spotlight on the development of each individual’s character as well as the sense of community among all students.

The Mission of Robert Down Elementary School, in partnership with the community, will challenge every student by providing a quality instructional program in a positive, safe and stimulating environment. Robert Down School will ensure opportunities for students to acquire and apply the knowledge and skills that develop the insight and character necessary for a productive and rewarding life.

Programs include Special Education, GATE, English Language Development, Art Docent, School Garden, School-based Counseling, Speech Therapy, School Library, Physical Education, Computer Lab, Vocal and Instrumental Music, DARE, DEA Dance, Big Buddy, After-School Enrichment, Study Hall/Homework Support, Academic Intervention, Read 180, Caught Being Good, Otter Good Citizen Program, MegaSkills, Community of Caring, Just Run, Otter Ambassador Program.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	76
Grade 1	72
Grade 2	79
Grade 3	84
Grade 4	72
Grade 5	84
Total Enrollment	467

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.4
Asian	3.9
Filipino	1.3
Hispanic or Latino	16.5
Native Hawaiian or Pacific Islander	0.4
White	67.9
Two or More Races	6.6
Socioeconomically Disadvantaged	15
English Learners	9.6
Students with Disabilities	9

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	25	27	25	119
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: Oct. 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	SRA Open Court/ 2002 edition Grades 3-5 (adopted 2005) SuperKids Grades K-2 (adopted 2014)	Yes	0%
Mathematics	McGraw Hill My Math (adopted 2014)	Yes	0%
Science	Macmillan- McGraw Hill (adopted 2008)	Yes	0%
History-Social Science	Scotts-Foresman / (adopted 2006)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

During the 2014-15 school year, the following projects were completed: New outdoor tables in kindergarten corner, primary playground, and intermediate playgrounds, new sidewalk and decomposed gravel in front of school (joint project with City of Pacific Grove), new dumpster container area.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: October 2014				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	68	67	44
Mathematics	59	54	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	81	79	97.5	15	22	27	37
	4	73	69	94.5	6	26	26	41
	5	88	82	93.2	4	23	43	30
Male	3		43	53.1	14	28	23	35
	4		41	56.2	10	27	24	39
	5		38	43.2	8	21	42	29
Female	3		36	44.4	17	14	31	39
	4		28	38.4	0	25	29	43
	5		44	50.0	0	25	43	32
Black or African American	4		1	1.4	--	--	--	--
	5		1	1.1	--	--	--	--
American Indian or Alaska Native	3		1	1.2	--	--	--	--
	5		1	1.1	--	--	--	--
Asian	3		1	1.2	--	--	--	--
	4		1	1.4	--	--	--	--
	5		5	5.7	--	--	--	--
Filipino	3		2	2.5	--	--	--	--
	4		1	1.4	--	--	--	--
Hispanic or Latino	3		17	21.0	35	18	18	29
	4		16	21.9	13	38	25	25
	5		12	13.6	0	17	67	17
Native Hawaiian or Pacific	4		1	1.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Islander								
White	3		52	64.2	8	27	27	38
	4		43	58.9	2	19	30	47
	5		52	59.1	4	25	38	33
Two or More Races	3		5	6.2	--	--	--	--
	4		5	6.8	--	--	--	--
	5		7	8.0	--	--	--	--
Socioeconomically Disadvantaged	3		13	16.0	38	23	15	23
	4		12	16.4	17	42	25	17
	5		10	11.4	--	--	--	--
English Learners	3		9	11.1	--	--	--	--
	4		4	5.5	--	--	--	--
	5		3	3.4	--	--	--	--
Students with Disabilities	3		5	6.2	--	--	--	--
	4		5	6.8	--	--	--	--
	5		8	9.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	81	80	98.8	15	18	36	31
	4	73	69	94.5	13	32	35	20
	5	88	84	95.5	12	33	31	24
Male	3		43	53.1	9	19	40	33
	4		41	56.2	15	27	39	20
	5		38	43.2	13	26	29	32
Female	3		37	45.7	22	16	32	30
	4		28	38.4	11	39	29	21
	5		46	52.3	11	39	33	17
Black or African American	4		1	1.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		1	1.1	--	--	--	--
American Indian or Alaska Native	3		1	1.2	--	--	--	--
	5		1	1.1	--	--	--	--
Asian	3		1	1.2	--	--	--	--
	4		1	1.4	--	--	--	--
	5		5	5.7	--	--	--	--
Filipino	3		2	2.5	--	--	--	--
	4		1	1.4	--	--	--	--
Hispanic or Latino	3		17	21.0	35	6	41	18
	4		16	21.9	19	50	13	19
	5		12	13.6	17	25	42	17
Native Hawaiian or Pacific Islander	4		1	1.4	--	--	--	--
White	3		53	65.4	8	25	38	30
	4		43	58.9	7	26	44	23
	5		54	61.4	13	33	28	26
Two or More Races	3		5	6.2	--	--	--	--
	4		5	6.8	--	--	--	--
	5		7	8.0	--	--	--	--
Socioeconomically Disadvantaged	3		13	16.0	31	23	31	15
	4		12	16.4	33	42	17	8
	5		10	11.4	--	--	--	--
English Learners	3		10	12.3	--	--	--	--
	4		4	5.5	--	--	--	--
	5		5	5.7	--	--	--	--
Students with Disabilities	3		5	6.2	--	--	--	--
	4		5	6.8	--	--	--	--
	5		8	9.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	89	84	78	81	81	82	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	82
All Students at the School	78
Male	74
Female	82
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	66
White	79
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.00	30.60	35.30

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

There are a variety of ways for parents to be involved at Robert Down School. Please contact your child's teacher for specific in-class opportunities. For school-wide parental involvement activities, you may call 831-646-6540 ext. 357 and leave a message for the PTA Volunteer Coordinator. Parent Education classes are schedule four times per year. Back to School Night is held two weeks after school commences. The Open House evening is held in the spring of each school year. Parent conferences are held in November and March. A parent conference with your child's teacher may be scheduled with the teacher at any time. Fun family weekend and evenings such as the Halloween Family Evening, Holiday Program, Taco Night, Otter Olympics, Family Gardening, etc are held throughout the year. Specific information is available via the classroom and school newsletters.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.06	0.76	0.19	4.35	2.95	1.31	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.09	0.05	0.09	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The safety plan for Robert Down School is reviewed yearly with updates made as needed. A standing safety committee is in place and crisis teams are assigned and trained.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27	1	3		23		3		25		3	
1	22		3		23		4		18	4		
2	27		3		22		4		20	3	1	
3	27		3		24		3		28		3	
4	20	1	3		29		3		24		3	
5	24		3		26		3		28		3	
Other	5	1										

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	2.0	N/A
Other		N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$13,065	\$787	\$12,278	\$86,114
District	N/A	N/A	\$12,598	\$79,702
Percent Difference: School Site and District	N/A	N/A	-2.5	12.6
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	121.7	36.3

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

Types of Services Funded (Fiscal Year 2014-15)

English Language Development, Special Education, GATE, School-based Counseling, Behavior Interventions, Academic Interventions, Speech Therapy, School Library, Physical Education, Computer Lab, Vocal and Instrumental Music, Occupational Therapy

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,225	\$40,379
Mid-Range Teacher Salary	\$74,704	\$62,323
Highest Teacher Salary	\$100,327	\$81,127
Average Principal Salary (Elementary)	\$135,324	\$99,192
Average Principal Salary (Middle)	\$127,537	\$91,287
Average Principal Salary (High)	\$163,500	\$112,088
Superintendent Salary	\$208,617	\$159,821
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

Two annual school days per year are devoted to certificated staff professional development. During the entire school year, students are released an hour early on Thursdays so that staff may collaborate and participate in professional training. Staff also attends workshops and training at the Monterey County Office of Education as well as at institutions throughout the state. Developing the staff's expertise with common core standards, technology, student assessment and achievement have been the primary focus of our district-wide professional development.