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Robert Down Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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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 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 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

Contact Information (School Year 2016-17)

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/
CDS Code	27661346026496

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

School Description and Mission Statement (School Year 2016-17)

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 "TooBox" 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, Chorus, DARE, Big Buddy, After-School Enrichment, Academic Intervention, Read 180, Caught Being Good, Otter Good Citizen Program, ToolBox. STEM Club, ROV Team, Just Run, Otter Ambassador Program.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	65
Grade 1	83
Grade 2	79
Grade 3	87
Grade 4	86
Grade 5	69
Total Enrollment	469

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.2
Asian	5.1
Filipino	1.3
Hispanic or Latino	16
Native Hawaiian or Pacific Islander	0.6
White	67.6
Two or More Races	8.1
Socioeconomically Disadvantaged	16
English Learners	14.1
Students with Disabilities	11.7
Foster Youth	0.2

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	27	25	25	130
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	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

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 2015-16)

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 2016-17)

Year and month in which data were collected: May 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades 3-5 (adopted 2016) SuperKids Grades K-2 (adopted 2014)	Yes	0%
Mathematics	McGraw Hill My Math (adopted 2014)	Yes	0%
Science	Macmilllan- 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 2015-16 school year, the following projects were completed: New outdoor eating area, new greenhouse

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: April 2016				
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			Hallway flooring deficiencies were repaired Spring of 2016.
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			Portable roofs starting to see signs of wear. Possible replacement in approx 5 years

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: April 2016

(table above has the header spanning two rows)

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: April 2016				
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	68	71	67	71	44	48
Mathematics	59	62	54	57	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	90	79	87.8	72.2
	4	87	84	96.5	70.2
	5	68	64	94.1	71.9
Male	3	47	41	87.2	73.2
	4	48	46	95.8	63.0
	5	39	38	97.4	65.8
Female	3	43	38	88.4	71.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	39	38	97.4	79.0
	5	29	26	89.7	80.8
Hispanic or Latino	4	15	15	100.0	46.7
	5	13	13	100.0	53.9
White	3	65	59	90.8	74.6
	4	59	58	98.3	75.9
	5	45	42	93.3	78.6
Socioeconomically Disadvantaged	4	16	16	100.0	31.3
	5	12	9	75.0	44.4
English Learners	3	12	6	50.0	50.0
	4	11	10	90.9	30.0

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	90	84	93.3	73.8
	4	87	84	96.5	60.7
	5	68	64	94.1	48.4
Male	3	47	43	91.5	72.1
	4	48	46	95.8	67.4
	5	39	38	97.4	50.0
Female	3	43	41	95.3	75.6
	4	39	38	97.4	52.6
	5	29	26	89.7	46.1
Hispanic or Latino	4	15	15	100.0	33.3
	5	13	13	100.0	30.8
White	3	65	61	93.8	77.0
	4	59	58	98.3	67.2
	5	45	42	93.3	54.8
Socioeconomically Disadvantaged	4	16	16	100.0	37.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	12	9	75.0	22.2
English Learners	3	12	10	83.3	60.0
	4	11	10	90.9	40.0

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	84	78	80	81	82	73	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	67	66	98.5	80.3
Male	39	39	100.0	82.1
Female	28	27	96.4	77.8
Hispanic or Latino	13	13	100.0	69.2
White	45	44	97.8	90.9
Socioeconomically Disadvantaged	11	11	100.0	54.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.1	36.4	34.8

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 (School Year 2016-17)

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. 357and 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, STEM night, Art Night, 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.8	0.2	0.0	3.0	1.3	1.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

Federal Intervention Program (School Year 2016-17)

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	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		3		25		3		25		3	
1	23		4		18	4			18	4		
2	22		4		20	3	1		20	3	1	
3	24		3		28		3		28		3	
4	29		3		24		3		24		3	
5	26		3		28		3		28		3	

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 2015-16)

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		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 2014-15)

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	$88,874
Percent Difference: School Site and District	N/A	N/A	-2.5	12.6
State	N/A	N/A	$5,677	$67,348
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 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,536	$42,063
Mid-Range Teacher Salary	$83,746	$64,823
Highest Teacher Salary	$109,894	$84,821
Average Principal Salary (Elementary)	$121,494	$101,849
Average Principal Salary (Middle)	$143,620	$107,678
Average Principal Salary (High)	$170,707	$115,589
Superintendent Salary	$217,470	$169,152
Percent of Budget for Teacher Salaries	41%	35%
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.