Robert Down 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.

2025-26 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	Emily Tsai Brownfield
Email Address	ebrownfield@pgusd.org
School Website	https://robertdown.pgusd.org/
Grade Span	K-5
County-District-School (CDS) Code	27661346026496

2025-26 District Contact Information

District Name	Pacific Grove Unified School District
Phone Number	831.646.6553
Superintendent	Dr. Linda Adamson
Email Address	ladamson@pgusd.org
District Website	www.pgusd.org

2025-26 School Description and Mission Statement

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. Our TK–5 program focuses on teaching Common Core–aligned academic curriculum, developing social-emotional learning skills through the Toolbox Project, and building a stronger sense of community using restorative justice principles.

The mission of Robert Down Elementary School, in partnership with families and the community, is to challenge every student to develop the skills, knowledge, insight, and character necessary for a productive and rewarding life through a high-quality instructional program and a positive, stimulating environment that affirms the worth of every individual. At Robert Down School, the staff, students, parents, and community are committed to providing an excellent learning program for all students. As a team, we work together to achieve this goal each and every day.

Programs include Special Education, English Language Development, school-based counseling, speech therapy, a school library, Spanish and instrumental music for 4th and 5th grades, physical education, a computer lab, vocal music and chorus, drug awareness and prevention, Big Buddies between primary and intermediate grades, after-school enrichment, academic intervention, Caught Being Good, Otter Awards, Toolbox social-emotional learning, FIRST LEGO Robotics Club, Drama Club, the Garden Program, Just Run, a variety of student-led clubs, and GATE for all through TK–5 digital learning focused on coding, OSMO bots, 3D printing, plasma laser projects, and other STEM-based lessons.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	53
Grade 2	60
Grade 3	74
Grade 4	58
Grade 5	77
Total Enrollment	422

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9
Male	49.1
American Indian or Alaska Native	0.5
Asian	9
Black or African American	0.9
Filipino	1.4
Hispanic or Latino	15.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	10.9
White	56.4
English Learners	4
Socioeconomically Disadvantaged	19
Students with Disabilities	12.3

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)	19.1	86.43	96.4	87.63	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	4.52	4	3.69	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	1.7	1.57	11953.1	4.28
Unknown/Incomplete/NA	2	9.05	7.8	7.09	15831.9	5.67
Total Teaching Positions	22.1	100	110.1	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)	21.4	91.49	98.8	89.84	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.6	1.51	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	2.8	2.63	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	1.3	1.22	11746.9	4.23
Unknown/Incomplete/NA	2	8.51	5.2	4.79	14303.8	5.15
Total Teaching Positions	23.4	100	110	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)	20.4	91.11	100.5	91.61	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0.8	0.76	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0.5	0.46	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	1.2	1.17	12112.8	4.34
Unknown/Incomplete/NA	2	8.89	6.5	5.97	13705.8	4.91
Total Teaching Positions	22.4	100	109.8	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	0	0
Misassignments	1.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0	0

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	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

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)	2.7	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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	August 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	EL Education (adopted 2025) SIPPS: Systematic Instruction in Phonological Awareness, Phonics, and Sight Words - Reading Intervention (adopted 2020-21) IMSE's Orton Gillingham Structured Literacy Program Lexia Signs for Sounds mClass Intervention (with Boost Reading) SRA	0%
Mathematics	SWUN Math (Adopted 2019) Do the Math Bridges Math - Math Intervention	0%
Science	Macmillian McGraw Hill (08/09) and Mystery Science (interim adoption in 2018 until NGSS-approved curriculum is selected.)	0%
History-Social Science	Studies Weekly (adopted 2022)	0%
Foreign Language	Rockalingua (Adopted 2022 for 4th and 5th grades)	

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

School Facility Conditions and Planned Improvements

RHD was repainted during the summer of 2022 and received a new roof in summer 2023. A new intermediate playground structure was installed in October 2022. North hallway flooring was replaced in Summer 2024. A new play structure was added and an upgrade to BASRP occurred in Summer 2025.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	12/16/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Main/BASRP: Winter 2024 New section of waste line, 1/2 new flooring, interior paint, & lighting. Second half scheduled for Summer 2025
Interior: Interior Surfaces	X			D-1 / 1-5 (formerly C-1): This modular is slated for removal. It was purchased used and is no longer suitable for use. Flooring was replaced in the hallway, portable air filtration is being used to address air quality until a permanent solution can be developed for the Library
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		Main Building- 1-5-SpEd: Summer 2023 Shingle roof replaced, Summer 2024 South hall floor replaced. Summer 2026 Fire Alarm system is to be replaced now that we have DSA approved plans. Main/ Auditorium: Summer 25 Stage curtains replaced Main/ Cafeteria: Main/ Library: Air quality monitors were installed summer of 2023. Air quality has been found to be good; regardless air purifying machines are being installed to ensure air quality is optimal. Main/BASRP: Winter 2024 New section of waste line, 1/2 new flooring, interior paint, & lighting. Second half scheduled for Summer 2025
Structural: Structural Damage, Roofs	X			D-1 / 1-5 (formerly C-1): This modular is slated for removal. It was purchased used and is no longer suitable for use.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			B-Wing/ 1-5 (formerly E-Wing): This wing is nearing the end of its serviceable life. The building will be slated for replacement in the next 5 years. Summer 2025 New play Structure & Swing Set installed The play yard will be repaved to include path of travel upgrades and storm water collection.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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)	72	72	72	71	47	48
Mathematics (grades 3-8 and 11)	67	70	57	60	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	208	197	94.71	5.29	71.57
Female	112	105	93.75	6.25	71.43
Male	96	92	95.83	4.17	71.74
American Indian or Alaska Native	--	--	--	--	--
Asian	20	15	75.00	25.00	80.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	29	96.67	3.33	58.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00	0.00	69.23
White	123	118	95.93	4.07	75.42
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	16	15	93.75	6.25	53.33
Socioeconomically Disadvantaged	44	43	97.73	2.27	67.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	32	96.97	3.03	28.13

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	208	205	98.56	1.44	70.24
Female	112	109	97.32	2.68	66.97
Male	96	96	100.00	0.00	73.96
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	85.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	29	96.67	3.33	44.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00	0.00	73.08
White	123	121	98.37	1.63	74.38
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	16	16	100.00	0.00	62.50
Socioeconomically Disadvantaged	44	43	97.73	2.27	62.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	32	96.97	3.03	34.38

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)	63.38	72.22	55.38	65.69	30.73	32.33

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	75	74	98.67	1.33	71.62
Female	42	41	97.62	2.38	65.85
Male	33	33	100.00	0.00	78.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	15	15	100.00	0.00	66.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	42	97.67	2.33	80.95
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	14	13	92.86	7.14	84.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

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 email ebrownfield@pgusd.org, and/or call/text 831-646-6599 and leave a message for the principal if interested in participating in School Site Council, Technology Committee or the School Safety Committee. Our PTA also provides multiple opportunities to get involved. Visit https://robertdownpta.org/ to contact our wonderful PTA directly. Parent workshops on Social Emotional Learning and other parenting topics of interest are scheduled at various times in the year. Back to School Night is held on campus within 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. Many fun family weekend and evening events occur such as the Trunk or Treat, Cocoa, Cookies, and Crafts, Winter Concert, Paint Night, and Dine Out events, etc. Specific information is available via the classroom and school newsletters along with the SMORE Principal's Update being sent weekly on Thursdays to all families, which can be translated into languages preferred by the user. Parents may also join the district's LCAP Parent Advisory Committee.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	444	438	65	14.8
Female	226	222	34	15.3
Male	218	216	31	14.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	47	45	5	11.1
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	69	67	18	26.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	47	47	4	8.5
White	246	245	32	13.1
English Learners	25	25	2	8.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	88	88	25	28.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	67	66	16	24.2

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
0.23	0.23	0.68	1.45	1.76	0.92	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	0	0	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	0.68	0.00
Female	0.00	0.00
Male	1.38	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.45	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.81	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.49	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 safety plan for Robert Down School is reviewed yearly with updates made as needed. The Site Council and Leadership review the document and crisis teams are assigned and trained. PGUSD uses The Big Five Safety Protocols to guide its emergency response procedures: Shelter in Place; Drop, Cover, and Hold On; Secure Campus; Lockdown/Barricade; and Evacuation. These are practiced throughout the year at least one time per month. The current RHD Safety Plan was approved by the Site Council on 2-25-2025 and will be updated in January/February 2026 The RHD Administrator participated in the Big Five Training in October 2024 and staff engaged in "We Got Your Back" training in January 2025. PGUSD began working with safety consultants MC Kimball in 2023 to improve safety protocols and responses on all district campuses.

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	20	6	3	0
1	24	3	5	1
2	19	9	0	0
3	22	0	9	0
4	20	12	0	0
5	23	0	9	0
6	0	0	0	0
Other	5	2	0	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	22	0	6	0
1	20	3	6	0
2	23	0	8	0
3	19	9	0	0
4	22	3	6	0
5	25	0	9	0
6	0	0	0	0
Other	5	2	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	18	5	3	
1	26		6	
2	20	5	3	
3	24		9	
4	18	8		
5	25		9	
Other	7	2		

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	403

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

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	$17,363.90	$4,171.48	$13,192.42	$127,057.19
District	N/A	N/A	$18,408.19	$127,920.02
Percent Difference - School Site and District	N/A	N/A	-33.0	-0.7
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	16.8	31.3

Fiscal Year 2024-25 Types of Services Funded

English Language Development, Special Education, LEGO Robotics, STEM/ROV, School-based Counseling, Behavior Interventions, Reading, Math, and Writing Academic Interventions, Speech Therapy, School Library, Physical Education, Computer Lab/STEM Lessons from District Digital Learning Teacher (GATE), Vocal and Instrumental Music, Spanish (4th and 5th grades), Drama Club, Occupational Therapy

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	$69,029	$57,978
Mid-Range Teacher Salary	$114,389	$89,612
Highest Teacher Salary	$147,031	$117,194
Average Principal Salary (Elementary)	$192,788	$143,632
Average Principal Salary (Middle)	$196,747	$149,447
Average Principal Salary (High)	$212,351	$162,334
Superintendent Salary	$255,000	$234,076
Percent of Budget for Teacher Salaries	33.31%	27.81%
Percent of Budget for Administrative Salaries	6.18%	5.47%

Professional Development

PGUSD has dedicated Cultural Proficiency (CP) professional development for every site since Spring 2022. The RHD Cultural Proficiency team introduced its Cultural Proficiency Plan in Spring 2023 and has provided several trainings to the RHD staff along with consistent CP topics/videos/articles discussed at every staff meeting. In 2024-2025, our District has included Restorative Justice in Education training through facilitated sessions and a book study. RHD has also begun to focus on MTSS implementation in the Fall of 2024 with a focus on recalibrating the Student of Concern process that allows for a stronger Tier I and Tier II system.

In a typical year, three school days per year are devoted to certificated staff professional development and there are two teacher preparation days. 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. This year, there have been several professional learning session dedicated to the implementation of our new ELA curriculum EL Education as well as Inclusive Practices.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	4