

School Accountability Report Card
Reported for School Year 2003-2004
Published During 2004-2005

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Down (Robert) Elementary	District Name	Pacific Grove Unified
Principal	Matthew J. Bell	Superintendent	Patrick Perry
Street	485 Pine Ave.	Street	555 Sinex Ave.
City, State, Zip	Pacific Grove, CA 93950-3401	City, State, Zip	Pacific Grove, CA 93950-4320
Phone Number	831.646.6540	Phone Number	831.646.6520
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School Description and Mission Statement

School Description

Pacific Grove is a small coastal community sometimes referred to as "the last hometown". Robert Down School is an elementary school located at 485 Pine Avenue. The school population is 382 students consisting of 77% Caucasian, 3% African American, 6% Asian, 8% Hispanic and 6% multiple response or other. It is one of two elementary schools in a district with one middle school and one high school.

Mission Statement

With a clear commitment to the worth of every individual, the Mission of Robert Down Elementary School, in partnership with home and community, is to challenge every student through a quality instructional program, a positive, safe, and stimulating environment, to acquire and apply the knowledge and skills, that develop the insight and character necessary for a productive and rewarding life.

Opportunities for Parental Involvement

Contact Person Name	Shari Goldman, PTA president	Contact Person Phone Number	831.646.6540

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

{PRIVATE}Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	49	Grade 9	0
Grade 1	71	Grade 10	0
Grade 2	61	Grade 11	0
Grade 3	57	Grade 12	0
Grade 4	63	Ungraded Secondary	0
Grade 5	92		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	393

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	12	3.1	Hispanic or Latino	27	6.9
American Indian or Alaska Native	1	0.3	Pacific Islander	1	0.3
Asian	30	7.6	White (Not Hispanic)	301	76.6
Filipino	3	0.8	Multiple or No Response	18	4.6

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	3/31/04	Date Last Discussed with Staff	8/20/04

School Programs and Practices that Promote a Positive Learning Environment

<p>The school provides students with services that support classroom instruction as follows:</p> <ul style="list-style-type: none"> * Counselor two days per week (non-academic) * Psychologist two days per week * Speech Therapist * Resource Specialists * School P.E. Specialist * School Library Manager * English as a Second Language (ELL) Teacher * School Computer Aide * Vocal and Instrumental Music Teachers
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- * Title I Tutoring
- * Miller-Unruh Reading Specialist
- * Phonemic Awareness tutorial for primary students.
- * DARE (Drug and Alcohol Resistance Education)
- * Fourth and fifth grade tutorial help
- * Before and after school math and language arts academic program.
- * Various specialists such as instructional aides, occupational, physical and adaptive PE therapists.
- * Big buddy program between various classes.
- * Otter citizenship and Otter reading clubs.
- * Peer helpers and conflict resolution managers.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
Number of Suspensions	7	5	9			
Rate of Suspensions	2	1	2			
Number of Expulsions	0	0	0			
Rate of Expulsions	0	0	0			

School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

School Facilities and Safety

Robert Down School provides a safe, clean environment for learning. Our custodial staff of two full-time and one part-time custodians perform basic cleaning operations in every classroom every day. Custodians, a district ground crew, and the students keep the outside areas of the school clean. Neighbors have also adopted various areas outside the school to plant and maintain plants and local gardeners have adopted the front of the school to maintain.

Playground supervision has been increased and school rules are strictly enforced. Student safety is addressed through participation in McGruff (Police Department), Fire Prevention (Fire Department), and emergency preparedness (monthly fire, earthquake, intruder, and emergency drills). In addition, our school counselor has established an anti-bullying program.

The School Safety Committee meets regularly to review school safety issues and the disaster plan, to monitor improvements, and to discuss changes that make Robert Down as safe as possible. The safety plan is reviewed by the entire staff and modified as needed at the beginning of the school year. Key elements include primary and secondary evacuation sites, emergency procedures, and communication.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are

tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	58	62	64	56	56	58	32	35	36
Mathematics	46	62	62	44	47	48	31	35	34
Science			57	58	55	56	30	27	25
History-Social Science				48	54	59	28	28	29

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts			70		33		67
Mathematics			87		42		63
Science							57
History-Social Science							

CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	60	68		18	68	33	70	

Mathematics	63	61		14	66	36	68	
Science	70	47			60		59	
History-Social Science								

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	70	69	---	71	70	---	43	43
Mathematics	---	72	70	---	71	71	---	50	51

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading			74		42		72
Mathematics			78		58		71

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	68	69		23	73	42	74	
Mathematics	70	70		41	72	49	74	

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
K			77			74			80
1			87			58			70
2			96			51			48
3			63			43			61
4			80			49			51
5			88			58			71
6									
7									
8									
9									
10									
11									
12									

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	34.5	45.7	22.0	20.4	27.6	12.7	24.8	26.7	22.9
7				38.0	41.0	34.7	29.1	31.3	27.0
9				34.5	18.0	46.4	26.3	25.3	27.2

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Under-performing Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socio-economically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	100	100	99	Percent Tested	100	99	100
API Base Score	815	796	834	API Growth Score	832	831	843
Growth Target	A	1	A	Actual Growth	17	35	9
Statewide Rank	9	8	9				
Similar Schools Rank	3	3	2				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			

Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	823	800	845	API Growth Score	835	840	855
Growth Target	A	A	A	Actual Growth	12	40	10

API Subgroups – Socio-economically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score				API Growth Score			
Growth Target				Actual Growth			

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Identified for Program Improvement	---	0.0

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the

participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	No	---	Yes	No
Subgroups						
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	n/a	n/a
American Indian or Alaska Native	---	n/a	n/a	---	n/a	n/a
Asian	---	n/a	n/a	---	n/a	n/a
Filipino	---	n/a	n/a	---	n/a	n/a
Hispanic or Latino	---	n/a	n/a	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	n/a	n/a
White (not Hispanic)	---	Yes	Yes	---	Yes	Yes
Socioeconomically Disadvantaged	---	n/a	n/a	---	n/a	Yes
English Learners	---	n/a	n/a	---	n/a	n/a
Students with Disabilities	---	Yes	No	---	Yes	No

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	15.7	3			9.0	3			19.5	2		
1	18.7	3			17.7	3			20.3	2	1	
2	17.0	3			17.7	3			19.3	3		
3	17.2	5			17.7	3			17.7	3		
4	19.0	1	1		28.0		3		30.5		2	
5	24.8		4		30.0		2		29.7		3	
6												
K-3												
3-4												
4-8												
Other					8.0	1						

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2002	2003	2004
K			
1	100	100	100
2	100	100	100
3	100	100	100

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at

the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	0.0	---
All Schools in District	---	36.2
High-Poverty Schools in District	---	0.0
Low-Poverty Schools in District	---	36.2

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
Total Teachers	24	24	19
Teachers with Full Credential	24	24	19
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	0	0	0
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners	---	---	---
Total Teacher Misassignments	---	---	---

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	2.1
Master's Degree plus 30 or more semester hours	42.1	23.4
Master's Degree	36.8	35.1
Bachelor's Degree plus 30 or more semester hours	15.8	26.6
Bachelor's Degree	5.3	11.7
Less than Bachelor's Degree	0.0	1.1

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	---	---	---

Teacher Evaluations

The Pacific Grove Unified School District maintains a system of evaluation of certificated employees with the intent to continually improve instruction for its pupils. An additional purpose of evaluation is to identify and reinforce the outstanding professional competency of certificated employees.

This system includes yearly performance objectives, formal and informal performance observations with follow-up conferences, and a written evaluation report at least once every two years.

In support of the district's evaluation process, our teachers have numerous opportunities for input and professional improvement. In addition to site level sessions, the district provides ongoing training in areas of interest and need.

Substitute Teachers

The district and school maintain lists of credentialed teachers and the areas in which they are qualified to teach. All substitute teachers at Pacific Grove Unified School District have credentials or permits issued by the State of California and, at a minimum, have college degrees and have passed the qualifying examination administered by the State of California. If no substitute is available, another teacher or an administrator will cover the class.

The district makes an effort to attract qualified substitute teachers by increasing substitute salaries to compete with those in neighboring district.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0
Other	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor

VII. Curriculum and Instruction

School Instruction and Leadership

Quality of Instruction and Leadership
<p>The quality of leadership and the instructional programs at Robert Down School are excellent. Curriculum is appropriately aligned with state frameworks and content standards for all subject areas.</p> <p>At Robert Down School, academics are the primary focus of the goals and objectives developed by the principal, staff, and parents of the school. These goals and objectives are coordinated with those of the district and are outlined in the School Improvement Plan.</p> <p>Students receive a broad-based curriculum, including instruction in reading, writing, oral language, listening skills, literature, mathematics, science, history, social studies, visual and performing arts, physical education, and health. Each curriculum allows for individual abilities, and includes remedial work and enrichment. In addition to the established curriculum listed above, the staff has developed a kindergarten-to-fifth grade plan for computer-assisted instruction and education. Instructional aides, funded through the School Improvement Plan, work with individual and small groups of students to further support their learning.</p> <p>Classroom instruction and assessment in each subject area are carefully aligned with the goals and objectives of the California State Framework, curriculum standards, and the School Improvement Plan. Teachers work together on various committees to establish or revise scope and sequence of curriculum.</p> <p>The expectations held by staff members encourage all special needs students to achieve to their highest levels of ability at Robert Down School. The staff accommodates instructional methods that enhance the learning of all students while providing a positive atmosphere that encourages success and</p>

enhances self-esteem.

Assessment data in the major curriculum areas is extremely important to the staff at Robert Down School. The staff has made a commitment to increase and maintain student achievement to a high level. The assessment data is a cornerstone of the curriculum planning process.

Leadership

Leadership and responsibility are shared among staff members. School leaders are knowledgeable about curriculum and instructional practices. Grade level representatives meet with the administration monthly and disseminate the information to the staff. Classified staff also meets with the administration regularly to address student, staff, and school needs.

The Robert Down School leadership organizes, manages, and supports a planned improvement process in conjunction with the School Site Council through:

- * Establishing and communicating clear expectations to the staff
- * Implementing a consistent student discipline program
- * Leading periodic formal self-assessments of the school

Professional Development

Training and Curriculum Improvement

Tailored staff development activities are essential for maintaining and improving equality education. Formal staff development training occurs every Thursday for an hour. In addition, staff buy-back days are offered in a variety of curricular areas. Our staff development program emphasizes the following areas.

- * A balanced language arts program which includes phonemic awareness, literature instruction, peer tutoring, reading, writing, listening, and speaking
- * A problem solving, manipulative-based mathematics and science program
- * Integration of all subject areas
- * Higher-level thinking skills
- * Cooperative learning and peer coaching
- * Age-appropriate study skills routines
- * Multiple assessment measures using rubrics
- * Standards alignment
- * Integration of technology in the classroom
- * Differentiated instruction
- * SB 395 ELD training

Quality and Currency of Textbooks and Other Instructional Materials

District Curriculum Committees, with input from teachers, select instructional materials from a state-approved list and make recommendations to our Board of Education. Instructional materials in the basic skill areas are provided for each student. The library and computer centers provide extensive additional instructional material support.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient standards-aligned textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts,

mathematics, science, and history-social science; foreign language and health; and science laboratory equipment for grades 9 to 12, inclusive, as appropriate.

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Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	42,095	36,000
1	51,800	50,400
2	51,800	50,400
3	51,800	50,400
4	51,800	54,000
5	51,800	54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10		180 days
11		180 days
12		180 days

Total Number of Minimum Days

16

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an

opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
14	0	0.0

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

College Admission Test Preparation Course Program

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Degree to Which Students are Prepared to Enter Workforce

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Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2002-2003 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
Total Course Enrollment						

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IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$32,874	\$34,793
Mid-Range Teacher Salary	\$58,160	\$52,959
Highest Teacher Salary	\$71,610	\$67,258
Average Principal Salary (Elementary)	\$88,582	\$81,685
Average Principal Salary (Middle)	\$91,470	\$84,552
Average Principal Salary (High)	\$98,768	\$90,405
Superintendent Salary	\$139,507	\$115,648
Percent of Budget for Teacher Salaries	48.6	40.6
Percent of Budget for Administrative Salaries	5.4	5.9

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$15,269,031	\$7,916	\$6,882	\$6,822

Types of Services Funded

Title I Targeted Assistance for Reading and Mathematics Peer Assistance and Review Monterey County Reads Before/After School Learning Assistance Program Conflict Resolution Program Poet-in-Residence Writing Program
