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School Accountability Report Card
Reported for School Year 2003-04
Published During 2004-05

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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	Forest Grove School	**District Name**	Pacific Grove Unified School District
Principal	Cathie McAweeney	**Superintendent**	Patrick Perry
Street	1065 Congress Avenue	**Street**	555 Sinex Avenue
City, State, Zip	Pacific Grove CA 93950	**City, State, Zip**	Pacific Grove CA 93950
Phone Number	831-646-6560	**Phone Number**	831-646-6510
Fax Number	831-648-8415	**Fax Number**	831-646-6500
Web Site	pgusd.org	**Web Site**	pgusd.org
E-mail Address	cmac@pgusd.org	**E-mail Address**	pperry@pgusd.org
CDS Code	27-66134-6026470	**SARC Contact**	Linda Williams

School Description and Mission Statement

Forest Grove Elementary School is located in the community of Pacific Grove on the Monterey Peninsula. The school population is 358 students consisting of 71.8% Caucasian, 1.4% Black, 8.1% Asian, 15.6% Hispanic, 0.3% Native American, 0.8% Filipino, 0.8% Pacific Islander and 1.1% Multiple or No Response. It is one of two elementary schools in a district of 2000 students with one middle school and one high school.

Forest Grove School seeks to provide a quality educational program for each of its students. We recognize that the school serves students of different backgrounds, abilities and interests. We are committed to offering challenging programs in a positive educational environment that develops individual students to their greatest potential. This environment fosters mutual respect, communication and compassion within the entire school community.

Opportunities for Parental Involvement

Contact Person Name	*Janice Russo, PTA President*	**Contact Person Phone Number**	*831-646-6560 x300*

Forest Grove School has a large number of parent and community volunteers who work diligently at the school for the good of our students and staff. Parents improve the school grounds by sponsoring improvement days. Social activities include community fundraising events for programs district wide. The Parent Teachers Association organizes a variety of opportunities for parental involvement at the school. The school sponsors both a "Back to School" event and an "Open House" event for parents, as well as fall and spring parent-teacher conferences. In addition, special students programs, showcasing students, are scheduled to include parents.

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).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	59	**Grade 9**	0
Grade 1	58	**Grade 10**	0
Grade 2	59	**Grade 11**	0
Grade 3	56	**Grade 12**	0

Grade 4	64	Ungraded Secondary	0
Grade 5	62		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	358

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	5	1.4	Hispanic or Latino	56	15.6
American Indian or Alaska Native	1	0.3	Pacific Islander	3	0.8
Asian	29	8.1	White (Not Hispanic)	257	71.8
Filipino	3	0.8	Multiple or No Response	4	1.1

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	3/31/04	Date Last Discussed with Staff	9/2/04

Forest Grove School staff follow district safety procedures to insure the safety of all students. Policies and procedures for students to leave early, documentation of student absences and school emergency guidelines are also published in the Student Handbook.

The safety of students is addressed through school wide programs such as Falcon Pride, Fire Prevention, DARE, and Anti Bullying counseling programs. Absences are verified on a daily basis by the office staff. Emergency preparedness includes monthly fire drills and periodic earthquake drills and intruder exercises. A teacher telephone tree to inform parents of emergencies has been implemented with teachers at Forest Grove. Playground supervision has been increased and school rules remain strictly enforced.

The Forest Grove Safety Plan is reviewed and updated by staff and administration each year. Key areas are reviewed including primary and secondary evacuation sites, communications and evacuation procedures according to the district plan.

School Programs and Practices that Promote a Positive Learning Environment

Forest Grove School provides a variety of programs and services to foster a positive learning environment and to support the academic progress of all students. Staff support to students include: Counselor two days per week (non-academic), Psychologist two days per week, Speech Therapist full time, Resource Specialists, School PE Specialists, Teacher for English Language Learners, Reading Specialists, School Computer Lab Manager, School Library Manager, Instructional Aides, Noon Duty Supervisors, Vocal and Instrumental Music teachers, and Title I tutors.   In addition, the school has conflict resolution groups, Welcome Buddies, Peer Counselors, friendship groups, PTA functions, Falcon Pride awards and assemblies, cross grade level buddy classes, DARE for our fifth grade classes, and before and after school tutoring programs.

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.

	Forest Grove School			District		
	2002	**2003**	**2004**	**2002**	**2003**	**2004**
Number of Suspensions	28	8	9			145
Rate of Suspensions	0.07	0.03	0.03			
Number of Expulsions	0	0	0			3
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.

Forest Grove School provides a safe, clean environment for learning. Our custodial staff of two full time custodians performs basic cleaning operations every day.   Students and staff work together with the custodial staff to maintain a clean and healthy school campus. District maintenance staff coordinates classroom repairs, tree trimming and other grounds maintenance.

The Forest Grove School PTA initiated an upgrading of all playgrounds through additional equipment and refurbishing of play areas. Construction to rebuild all of our infrastructures was completed in August of 2003.

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 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	60	60	57	56	56	58	32	35	36
Mathematics	54	54	57	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			74		31		60
Mathematics			65		34		58
Science							67
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	48	67	23	35	61	27	60	
Mathematics	57	56	43	43	59	38	59	
Science	67	48			61		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	---	69	69	---	71	70	---	43	43
Mathematics	---	71	72	---	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			78		41		75
Mathematics			87		53		73

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	61	78	40	49	73	50	72	
Mathematics	70	74	63	59	74	42	75	

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			97			93			70
1			70			47			65
2			81			66			71
3			74			46			56
4			89			56			63
5			84			24			57
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	0.0	0.0	0.0	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/Underperforming 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 socioeconomically 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	99	99	**Percent Tested**	99	99	100
API Base Score	818	821	833	**API Growth Score**	836	826	827
Growth Target	A	A	A	**Actual Growth**	18	5	-6
Statewide Rank	9	9	9				
Similar Schools Rank	2	2	7				

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			699	**API Growth Score**		694	
Growth Target			1	**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	832	832	859	**API Growth Score**	847	853	841
Growth Target	A	A	A	**Actual Growth**	15	21	-18

API Subgroups – Socioeconomically Disadvantaged

API Base Data				API Growth Data	From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
	2001	2002	2003				
API Base Score			736	API Growth Score		732	757
Growth Target			1	Actual Growth			21

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 Program

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	n/a	---
Year in Program Improvement	n/a	---
Year Exited Program Improvement	n/a	---
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 indicates 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	Yes	---	Yes	No

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	---	n/a	n/a	---	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.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Enrollment (9-12)									
Number of Dropouts									
Dropout Rate (1-year)									
Graduation Rate									

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 Level	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	19.0	3			8.0	2			19.7	3		
1	18.0	3			19.5	2			19.3	3		
2	14.5	4			18.3	3			19.7	3		
3	20.0	2			19.7	3			18.7	3		
4	21.3		3		28.5		2		32.0		2	
5	23.3		3		23.3		3		31.0		2	
6												
K-3					19.0	1						
3-4												
4-8												
Other												

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.

Subject	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	35.5	1		1					9.0	1		
Mathematics												
Science												
Social Science												

Class Size Reduction

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	100	100	100
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	23	19	18
Teachers with Full Credential	22	19	18
Teachers Teaching Outside Subject Area	0	0	0

(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)	1	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	5.6	2.1
Master's Degree plus 30 or more semester hours	27.8	23.4
Master's Degree	38.9	35.1
Bachelor's Degree plus 30 or more semester hours	27.8	26.6
Bachelor's Degree	0.0	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 ever 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 districts.

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	.50
Librarian	
Psychologist	.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	3.8

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

The quality of leadership and the instructional programs at Forest Grove School are excellent. Curriculum is appropriately aligned with state standards, and curriculum is based on district standards in all subject areas.

Parents support the program through classroom volunteer efforts and attendance at parent conferences. Our student population is 358, and we have over 97% attendance at parent conferences. More than 150 parents volunteer time and expertise in the classroom. Instructional Aides work with students in small group and individualized instruction. Funding for this program is provided by the School Improvement Plan and Title 1. Parents express high satisfaction with the educational program their children receive.

School curriculum exhibits rigorous academic content. Grade-level standards and expectations exist for homework and for each curricular area within the school.

Formalized testing in reading, writing, and math is used to identify students in significant sub groups and to create individual education programs for students with special needs.

High expectations are held for student learning and student achievement is maintained at a high level. There is a maximum use of instructional time. Students understand the expectations for their assignments, and direct instruction is evident in all classrooms.

The expectations held by staff members encourage all special needs students to achieve to their highest levels of ability at Forest Grove School. The staff employs instructional methods that enhance the learning of all students while providing a positive atmosphere that encourages success and enhances self-esteem.

Regular formal and informal communication achieves excellent articulation among the regular and support staff. School leaders are knowledgeable about curriculum and instructional practices. Leadership and responsibility are shared among staff members through regular meetings of the school Leadership Team, the School Site Council, and the school Parent-Teacher Association. The Forest Grove School leadership organizes, manages, and supports a planned improvement process in conjunction with the School Site Council through:
- Establishing and communicating clear expectations to staff
- Implementing a consistent student discipline plan
- Leading periodic formal assessments of students, staff and parents
- Implementing a cohesive school-wide academic program for all students.

Professional Development

Staff development activities, essential for maintaining and improving equality education, emphasize the following areas:
- SB395 (English Language Learners)
- An integrated, literature-based language arts program, which includes 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
- Addressing the needs of students with special needs
- Data driven learning activities and assessments
- Standards alignment
- Differentiated instruction

Formal staff development is provided regularly. In addition, buy-back days for staff are made available in a variety of curricular areas.

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. In response to the new State Framework, we have incorporated new instructional materials in math.

Instructional materials in all areas are reviewed regularly. The library and computer center 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.

Standards-aligned textbooks are adopted for use according to the state adoption cycle and provided to all students. Bilingual dictionaries are available as supplemental materials to support English Language instruction. Additional materials supporting phonemic development are used to support the mastery of reading in grades K-3.

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	54,275	54,000
5	54,275	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. Post-Secondary 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.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts			
Computer Science			
English			
Foreign Language			
Mathematics			
Science			
Social Science			

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

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.

Number Of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission

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.*

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment									
Percent of Grade 12 Enrollment Taking Test									
Average Verbal Score									
Average Math Score									

College Admission Test Preparation Course Program

Degree to Which Students Are Prepared to Enter Workforce

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		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

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.

	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
English Language Learning Program