

# School Accountability Report Card Reported for School Year 2004-05

*Published During 2005-06*

## I. General Information

### Contact Information

Information about school and district contacts.

School Information		District Information	
<b>School Name</b>	Forest Grove Elementary	<b>District Name</b>	Pacific Grove Unified
<b>Principal</b>	Joe Bennett	<b>Superintendent</b>	Patrick Perry
<b>Street</b>	1065 Congress Ave.	<b>Street</b>	555 Sinex Ave.
<b>City, State, Zip</b>	Pacific Grove, CA 93950-4838	<b>City, State, Zip</b>	Pacific Grove, CA 93950-4320
<b>Phone Number</b>	831-646-6560	<b>Phone Number</b>	831-646-6520
<b>FAX Number</b>	831-648-8415	<b>FAX Number</b>	831-646-6500
<b>Web Site</b>	<a href="http://www.pgusd.org/">http://www.pgusd.org/</a>	<b>Web Site</b>	<a href="http://www.pgusd.org/">http://www.pgusd.org/</a>
<b>E-mail Address</b>	jbennett@pgusd.org	<b>E-mail Address</b>	pperry@pgusd.org
<b>CDS Code</b>	27-66134-6026470	<b>SARC Contact</b>	Charlene Biagi

### School Description and Mission Statement

Information about the school, its programs, and its goals.

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.

Forest Grove's Mission Statement was written with the belief that every child is entitled to an optimum learning and educational experience. Not stated, yet understood in this statement, is the fact that children have different educational needs and challenges at each grade level.

Early primary grades (K-2) focus on beginning reading, language arts and mathematical concepts and skills. Third grade is a transitional year between skill development and concept application. In language arts the transition is from learning to read to reading to learn. There is an emphasis on encouraging independent personal responsibility. The intermediate grades (4-5) emphasize core curriculum while focusing on preparing students for the transition to middle school.

Forest Grove is committed to maximizing each child's learning experience.

## Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Contact Person Phone Number
John Thibeau (President School Site Council) 831-646-5323 Debbie Crandell (PTA President) 831-655-3480	
<p>Parents and the community are an integral part of Forest Grove School. Teachers welcome and receive a high number of volunteers in their classrooms. School-wide functions (i.e. Back-to-School Night, Open House, holiday programs, Spooky Spaghetti Supper, Chili Cook-off, Parent Conferences, Butterfly Parade and Bazaar, Family Reading Night) are well attended. Forest Grove has an active Parent Teacher Association (PTA) and School Site Council (SSC).</p>	

## II. Demographic Information

### Student Enrollment -- 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	56	Grade 9	0
Grade 1	57	Grade 10	0
Grade 2	55	Grade 11	0
Grade 3	52	Grade 12	0
Grade 4	50	Ungraded Secondary	0
Grade 5	72		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	342

### Student Enrollment -- Racial and Ethnic Subgroups

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

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	7	2.0	Hispanic or Latino	51	14.9
American Indian or Alaska Native	1	0.3	Pacific Islander	5	1.5
Asian	34	9.9	White (Not Hispanic)	241	70.5
Filipino	2	0.6	Multiple or No Response	1	0.3

### III. School Safety and Climate for Learning

#### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

<b>Date of Last Review/Update</b>	<b>5-16-06</b>	<b>Date Last Discussed with Staff</b>	<b>5-16-06</b>
<p>We have completely revamped our school plan this year. We have created an Incident Command System and in the planning stages for crisis management for a variety of disasters. The district is creating a district plan and will be providing training in First Aid and CPR for key members of our team. We work closely with PG Fire and Police in our efforts.</p>			

#### School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

Academic and Social achievement are honored at Forest Grove. Each week the principal, in cooperation with the teachers, selects 3 students from each class in a given grade level to be honored for Principal's Award. Students are honored for outstanding academic achievement and behavior. Students honored receive an award certificate from the principal, eat a pizza lunch with the principal, have their names published in the school newsletter and receive a special, Principal's Award medal at the awards assembly held in May. The principal has also instigated a new Reading Awards program to honor students at the Awards Assembly with reading medals, certificates and pins for reading a required number of minutes. Students will also be awarded for mastering their basic math facts at the assembly with certificates provided by the principal.

#### Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted 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.

	School			District		
	2003	2004	2005	2003	2004	2005
<b>Number of Suspensions</b>	8	9	7			
<b>Rate of Suspensions</b>	0.03	0.03	0.03			
<b>Number of Expulsions</b>	0	0	0			
<b>Rate of Expulsions</b>	0	0	0%			

## IV. School Facilities

### School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Forest Grove School, built in 1959, is situated on the edge of the Del Monte Forest in Pacific Grove, California. Pacific Grove is a residential community located on the ocean side of the Monterey Peninsula. Forest Grove is a beautiful school. It is well-maintained and was recently remodeled.

### School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

## V. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 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 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### 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.

#### 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	60	57	67	56	58	64	35	36	40
Mathematics	54	57	78	47	48	55	35	34	38
Science		57	59	55	56	56	27	25	27
History-Social Science				54	59	56	28	29	32

#### CST -- Racial and Ethnic Subgroups

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

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	*	*	78		38	*	69
Mathematics	*	*	100		59	*	78
Science	*	*	58		*	*	67
History-Social Science							

### CST -- Other Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	54	81	39	56	42	
Mathematics	76	79	69	62	68	
Science	61	58	33	*	*	
History-Social Science						

### Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	69	69	68	71	70	65	43	43	41
Mathematics	71	72	72	71	71	70	50	51	52

### NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading			*		*		67
Mathematics			*		*		70

### NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	56	86	*	*	*	
Mathematics	72	71	*	*	*	

### Local Assessment

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

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
K									
1									
2									
3									
4									
5									
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) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE 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	15.9	8.3	24.2	29.4	30.8	27.9	24.5	26.7	22.3
7				38.2	43.7	32.3	28.8	30.9	26.8
9				46.9	57.8	35.1	26.7	25.8	27.5

## 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 API Base 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.

**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 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

**Statewide Rank:** Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (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 1 (lowest) to 10 (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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

### API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
<b>Percent Tested</b>	99	99	100	<b>Percent Tested</b>	99	100	100
<b>API Base Score</b>	821	833	819	<b>API Growth Score</b>	826	827	873
<b>Growth Target</b>	A	A	A	<b>Actual Growth</b>	5	-6	54
<b>Statewide Rank</b>	9	9	8				
<b>Similar Schools Rank</b>	2	7	4				



## API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
<b>African American</b>				<b>African American</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score		699		API Growth Score	694		
Growth Target		1		Actual Growth			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score	832	859	836	API Growth Score	853	841	877
Growth Target	A	A	A	Actual Growth	21	-18	41

## API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score		736	757	API Growth Score	732	757	873
Growth Target		1	A	Actual Growth		21	116

## 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.*

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

### AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	No	Yes

### AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	Yes
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	Yes	Yes
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	Yes	No	Yes



## 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	2003			2004			2005					
	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				9.0	1							
Mathematics												
Science												
Social Science												

## Class Size Reduction Participation

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		
	2003	2004	2005
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

## VIII. Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects 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. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	100.0
All Schools in District	98.6
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	98.6

### 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 counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
<b>Total Teachers</b>	19	18	20
<b>Teachers with Full Credential</b>	19	18	20
<b>Teachers Teaching Outside Subject Area</b> (full credential teaching outside subject area)	0	0	0
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	0	0	0
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
<b>Teachers with Waivers</b> (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, including positions that involve teaching English learners, 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. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0

## Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
<b>Doctorate</b>	5.0	1.9
<b>Master's Degree plus 30 or more semester hours</b>	30.0	20.4
<b>Master's Degree</b>	35.0	36.9
<b>Bachelor's Degree plus 30 or more semester hours</b>	25.0	28.2
<b>Bachelor's Degree</b>	5.0	12.6
<b>Less than Bachelor's Degree</b>	0.0	0.0

## 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. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Vacant Teacher Positions</b>			

## Teacher Evaluations

Information about the procedures and criteria for 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

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

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	.4
Library Media Teacher (Librarian)	1.00
Psychologist	.4
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	1.0
Other / Reading Teacher	.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

## IX. Curriculum and Instruction

### School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

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**

Information about the program for training the school's teachers and other professional staff.

Teachers, support staff and the administrators regularly meet to improve school procedures and curriculum delivery and instruction. Early Release is provided each Thursday to provide staff training and collaboration between our teachers and the teachers from other schools in the district.

In addition to these trainings 2 District wide in-service days are provided for all teachers each year.

Teachers and support staff are encouraged to attend trainings that are offered through the Monterey Office of Education as well as quality trainings offered throughout the state.

## **Quality and Currency of Textbooks and Instructional Materials**

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school 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. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.



<b>Core Curriculum Areas</b>	<b>Quality and Currency of Textbooks and Instructional Materials</b>
<b>Reading/Language Arts</b>	Open Court
<b>Mathematics</b>	Harcourt Brace, Saxton Math supplementary (K-2)
<b>Science</b>	Holt
<b>History-Social Science</b>	McGraw Hill

### **Availability of Sufficient Textbooks and Instructional Materials**

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) 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, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

<b>Core Curriculum Areas</b>	<b>Availability of Textbooks and Instructional Materials</b>
<b>Reading/Language Arts</b>	All students have all texts and related materials
<b>Mathematics</b>	All students have all texts and related materials
<b>Science</b>	All students have all texts and related materials
<b>History-Social Science</b>	All students have all texts and related materials
<b>Foreign Language</b>	
<b>Health</b>	
<b>Science Laboratory Equipment (grades 9-12)</b>	

## Instructional Minutes

Data reported compare 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	36,000	36,000
1	50,400	50,400
2	57,600	50,400
3	57,600	50,400
4	57,600	54,000
5	57,600	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

## Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

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## X. Postsecondary Preparation (not applicable)

## XI. Fiscal and Expenditure Data

### Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries 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. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$34,380	\$35,309
<b>Mid-Range Teacher Salary</b>	\$60,825	\$53,828
<b>Highest Teacher Salary</b>	\$74,890	\$68,027
<b>Average Principal Salary (Elementary)</b>	\$93,182	\$82,530
<b>Average Principal Salary (Middle)</b>	\$96,220	\$85,123
<b>Average Principal Salary (High)</b>	\$103,897	\$91,421
<b>Superintendent Salary</b>	\$149,359	\$118,587
<b>Percent of Budget for Teacher Salaries</b>	47.3	40.4
<b>Percent of Budget for Administrative Salaries</b>	5.3	5.8

### District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$15,855,321	\$8,714	\$6,987	\$6,919

### Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

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