ROBERT DOWN ELEMENTARY SCHOOL
School Accountability Report Card
Reported for School Year 2004-05
Published During 2005-06

Notes regarding the source and currency of data:
Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at http://www.cde.ca.gov/ta/ac/sa/definitions05.asp

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at http://www.cde.ca.gov/ta/ac/sa/, including a SARC Preparation Guide at http://www.cde.ca.gov/ta/ac/sa/guide.asp and Frequently Asked Questions at http://www.cde.ca.gov/ta/ac/sa/questions.asp.

I. General Information

Contact Information

School Information		District Information	
School Name	Down (Robert) Elementary	**District Name**	Pacific Grove Unified
Principal	Linda Williams	**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**	831-646-6510
FAX Number	831-648-8414	**FAX Number**	831-646-6500
Web Site	www.robertdown.org	**Web Site**	www.pgusd.org
E-mail Address	lwilliams@pgusd.org	**E-mail Address**	pperry@pgusd.org
CDS Code	27-66134-6026496	**SARC Contact**	Charlene Biagi 831-646-6526 cbiagi@pgusd.org

School Description and Mission Statement

Robert Down Elementary School, founded in 1891, is located in the heart of Pacific Grove, California, beautifully surrounded by the Pacific Ocean and Monterey Bay. The K-5 program focuses on a standards-aligned curriculum. We are a "Community of Caring" school with a strong spotlight on the development of each individual's character and the sense of community among all students.

The Mission of Robert Down Elementary School, in partnership with home and community, is to challenge

every student to learn the skills, acquire the knowledge, and develop the insight and character that is necessary for a productive and rewarding life through a quality instructional program, a positive, stimulating environment with a clear commitment to the worth of every individual.

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	Shari Goldman	Contact Person Phone Number	831-646-6540

The following programs are available for parental involvement:
PTA
Classroom volunteers/tutors
Monterey County Reads
Office/Clerical support
Library Assistants
Noontime homework room
Pride Days
School Garden
Special Events- Butterfly Parade and Bazaar, Staff Luncheon, Spring Dance & BBQ

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	57	Grade 9	0
Grade 1	51	Grade 10	0
Grade 2	67	Grade 11	0
Grade 3	64	Grade 12	0
Grade 4	60	Ungraded Secondary	0
Grade 5	58		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	357

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	12	3.4	Hispanic or Latino	29	8.1
American Indian or Alaska	2	0.6	Pacific Islander	1	0.3

Native					
Asian	26	7.3	**White (Not Hispanic)**	265	74.2
Filipino	6	1.7	**Multiple or No Response**	16	4.5

III. School Safety and Climate for Learning

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

Date of Last Review/Update	May 2005	Date Last Discussed with Staff	May 2005

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.

Robert Down Elementary prides itself on the positive learning environment among, staff, students, and families. School expectations are listed in the Robert Down handbook and given to every family. Classroom and playground rules are reviewed by each teacher at the beginning of the school year and with new students upon their arrival. The Otter Club, good citizen program, encourages students to do their best and adhere to appropriate school behavior. The principal makes Otter Club presentations and reviews school guidelines in each classroom every month.

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**
Number of Suspensions	5	9	14		145	136
Rate of Suspensions	1.3%	2.4 %	3.9 %		8%	7.5%
Number of Expulsions	0	0	0		3	2
Rate of Expulsions					.16%	.1%

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.

Robert Down School provides a safe, clean environment for learning. During the 2004-05 school year, Robert Down School underwent major constructional updating with the Measure A funds. Two full-time custodians perform basic daily cleaning. The district ground crew maintains the outside campus along with annual Fall and Spring projects from the PTA.

Playground supervision is provided and school rules strictly enforced.

In cooperation with the Pacific Grove Fire Department and Police Department and the District Safety Planner, student safety is addressed through monthly fire, earthquake, intruder, and emergency drills. The school counselor has established an anti-bullying program. The School Safety Committee meets regularly to review school safety issues and disaster plans, monitor improvements, and discusses changed to make Robert Down School as safe as possible.

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. *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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	62	64	66	56	58	64	35	36	40
Mathematics	62	62	69	47	48	55	35	34	38
Science		57	65	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	*	*	59	*	53	*	70
Mathematics	*	*	77	*	53	*	71
Science			*	*	*		69
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	62	72	*	31	36	
Mathematics	67	73	*	25	36	
Science	69	61		*	*	
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	70	69	75	71	70	65	43	43	41
Mathematics	72	70	79	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	*	*	64		*		86
Mathematics	*	*	82		*		80

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	72	78	*	*	*	
Mathematics	76	81	*	*	*	

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		79	77		79	73		88	72
1		55			57	71		67	69
2		60	77		50	50		50	60
3		43	67		43	54		76	55
4		47	75		42	41		48	38
5		59							
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	45.6	58.6	32.1	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	2002	2003	2004	API Growth Data	From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	100	99	100	Percent Tested	99	100	100
API Base Score	796	834	838	API Growth Score	831	843	860
Growth Target	1	A	A	Actual Growth	35	9	22
Statewide Rank	8	9	9				
Similar Schools Rank	3	2	2				

API -- Racial and Ethnic Subgroups

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

API Base Data	2002	2003	2004	API Growth Data	From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
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	800	845	850	API Growth Score	840	855	873
Growth Target	A	A	A	Actual Growth	40	10	23

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				**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.*

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	No	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	Yes	N/A	N/A	Yes
American Indian or Alaska Native	N/A	N/A	Yes	N/A	N/A	Yes
Asian	N/A	N/A	Yes	N/A	N/A	Yes
Filipino	N/A	N/A	Yes	Yes	N/A	Yes
Hispanic or Latino	N/A	N/A	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	Yes	N/A	N/A	Yes
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	N/A	N/A	Yes	N/A	Yes	Yes
English Learners	N/A	N/A	Yes	N/A	N/A	Yes
Students with Disabilities	Yes	No	Yes	Yes	No	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts 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 and districts, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		---
Year in Program Improvement (Implementation Level)		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

VI. School Completion (Secondary Schools) – not aplicable

VII. 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	2003				2004				2005			
	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	9.0	3			19.5	2			19.0	3		
1	17.7	3			20.3	2	1		20.0	2		
2	17.7	3			19.3	3			18.7	3		
3	17.7	3			17.7	3			20.0	3		
4	28.0		3		30.5		2		22.0		2	
5	30.0		2		29.7		3		23.5		2	
6												
K-3									19.0	1		
3-4									9.0	1		
4-8									22.0		1	
Other	8.0	1							3.0	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.

No data are available for this section

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
Total Teachers	24	19	23
Teachers with Full Credential	24	19	23
Teachers Teaching Outside Subject Area (full credential 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, 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
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level

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

	School	District
Doctorate	0.0	1.9
Master's Degree plus 30 or more semester hours	34.8	20.4
Master's Degree	34.8	36.9
Bachelor's Degree plus 30 or more semester hours	21.7	28.2
Bachelor's Degree	8.7	12.6
Less than Bachelor's Degree	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
Vacant Teacher Positions	0	0	0

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Evaluations for certificated staff are based on pupil progress towards standards of expected achievement, adherence to curricular objectives, instructional techniques and strategies, performance of professional and non-professional duties and responsibilities, and establishment and maintenance of a suitable learning environment. 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. Additional criterion is defined in Section IX of the master contract agreement between PGUSD and PGTA.

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. Robert Down School has a sufficient, reliable, and prepared pool of substitute teachers. There has been no adverse educational impact from lack of qualified substitute teachers.

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	0.4
Library Media Teacher (Librarian)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
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
1.0	357.0

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 school's instructional program follows the framework of the state standards for each subject area and grade level.   In collaboration among and between grade levels, skill development and mastery is embedded in each subject area.
Robert Down's leadership team is comprised of the principal and a representative from each grade level

K-5. The seven-member leadership team represents over 190 years of teaching experience. The leadership team meets monthly and provides input towards instructional programs and practices at Robert Down School.

Professional Development

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

During the 2004-05 school year, all certificated staff participated in professional development by attending conferences or workshops and/or involving themselves in small professional learning communities within the district. These learning communities covered a wide-variety of topics but all were focused on improved teaching practices and increased student learning. Formal staff development occurs every Thursday for an hour and allows for collaborative among grade levels and between the two elementary schools in our district. Additional information about professional development can be secured through the district Curriculum Coordinator.

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.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Does not meet state standards for current state-adopted list
Mathematics	Meets state standards for state adopted list
Science	Does not meet state standards for current state-adopted list
History-Social Science	Meets state standards for state adopted list

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.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	Adequate number for all students
Mathematics	Adequate number for all students
Science	Adequate number for all students
History-Social Science	Adequate number for all students
Foreign Language	N/A
Health	
Science Laboratory Equipment (grades 9-12)	

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	**40,980**	36,000
1	**50,250**	50,400
2	**54,445**	50,400
3	**54,445**	50,400
4	**54,445**	54,000
5	**54,445**	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.

During the 2004-05 school year, there were 14 minimum days with school dismissing at 12:10 PM. Eight of these days were for parent conferences, 4 for the day before major holiday breaks, and two for staff development. Every Thursday is an early release day for staff development. There were 35 early release Thursdays during the 2004-05 school year with a 1:55 PM Thursday dismissal for students.

X. Postsecondary Preparation (Secondary Schools) – 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
Beginning Teacher Salary	$34,380	$35,309
Mid-Range Teacher Salary	$60,825	$53,828
Highest Teacher Salary	$74,890	$68,027
Average Principal Salary (Elementary)	$93,182	$82,530
Average Principal Salary (Middle)	$96,220	$85,123
Average Principal Salary (High)	$103,897	$91,421
Superintendent Salary	$149,359	$118,587
Percent of Budget for Teacher Salaries	47.3	40.4
Percent of Budget for Administrative Salaries	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.

Title I
Teacher Professional Development
Special Education
GATE
Safe and Drug Free Schools
Poet in Residence Program
Monterey County Reads
School-based counseling
Behavior Interventions
Speech Therapy
School Library
PE program
School Computer Lab
Vocal and Instrumental Music
Phonemic Awareness Program for Primary Students
DARE (Drug and Alcohol Resistance Education)
Before School Tutorial Program- 3rd, 4th, 5th grades
Occupational therapy
Friendship Group
Big Buddy Program
Otter Citizenship Program
Peer Helpers
Conflict Resolution
Homework Tutoring- 4th and 5th grade
Art Docent Program
Artist in Residence – 3rd grade