Robert Down Elementary School
School Accountability Report Card
Reported Using Data from the 2012-13 School Year
Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information
For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Robert Down Elementary School
Street	485 Pine Ave.
City, State, Zip	Pacific Grove , CA 93950-3401
Phone Number	831.646.6540
Principal	Linda Williams
E-mail Address	lwilliams@pgusd.org
CDS Code	27661346026496

District Contact Information	
District Name	Pacific Grove Unified School District
Phone Number	831.646.6520
Web Site	www.pgusd.org
Superintendent	Ralph Porras
E-mail Address	rporras@pgusd.org

School Description and Mission Statement (School Year 2012-13)
This section provides information about the school, its programs and its goals.

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

The Mission of Robert Down Elementary School, in partnership with the community, will challenge every student by providing a quality instructional program in a positive, safe and stimulating environment. Robert Down School will ensure opportunities for students to acquire and apply the knowledge and skills that develop the insight and character necessary for a productive and rewarding life.

Programs Special Education, GATE, English Language Development, Art Docent, School Garden, School-based Counseling, Speech Therapy, School Library, Physical Education, Computer Lab, Vocal and Instrumental Music, Phonemic Awareness, DARE, Big Buddy, After-School Enrichment, Study Hall/Homework Support, Academic Intervention, Read 180, Chorus, Caught Being Good, Otter Good Citizen Program, MegaSkills, Community of Caring, Just Run, Otter Ambassador Program

Opportunities for Parental Involvement (School Year 2012-13)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

There are a variety of ways for parents to be involved at Robert Down School. Please contact your child's teacher for specific in-class opportunities. For school-wide parental involvement activities, you may call 831-646-6540 ext. 357and leave a message for the PTA Volunteer Coordinator. Parent Education classes are schedule four times per year. Back to School Night is held two weeks after school commences. The Open House evening is held in the spring of each school year.   Parent conferences are held in November and March. A parent conference with your child's teacher may be scheduled with the teacher at any time. Fun family weekend and evenings such as the Halloween Family Evening, Holiday Program, Taco Night, Otter Olympics, Family Gardening, etc are held throughout the year.   Specific information is available via the classroom and school newsletters.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in   grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	82	84	81	76	79	76	54	56	55
Mathematics	87	84	86	65	65	66	49	50	50
Science	80	89	90	80	79	82	57	60	59
History-Social Science	N/A	N/A	N/A	75	72	72	48	49	49

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	76	66	82	N/A
All Student at the School	81	86	90	N/A
Male	78	86	88	N/A
Female	84	86	91	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian	85	100		N/A
Filipino				N/A
Hispanic or Latino	68	80		N/A
Native Hawaiian/Pacific Islander				N/A
White	84	87	91	N/A
Two or More Races	85	81		N/A
Socioeconomically Disadvantaged	80	75	75	N/A
English Learners	68	91		N/A
Students with Disabilities	61	64		N/A
Students Receiving Migrant Education Services				N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.8	35.0	27.5

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

IV. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison
This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	9	10	10
Similar Schools	2	8	7

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	20	5	4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	26	6	4
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	289	927	1,499	875	4,655,989	790
Black or African American	4		30	760	296,463	708
American Indian or Alaska Native	2		7		30,394	743
Asian	13	955	131	931	406,527	906
Filipino	2		14	811	121,054	867
Hispanic or Latino	42	894	272	816	2,438,951	744
Native Hawaiian/Pacific Islander	2		16	911	25,351	774
White	207	935	933	885	1,200,127	853
Two or More Races	15	942	75	909	125,025	824
Socioeconomically Disadvantaged	55	891	315	806	2,774,640	743
English Learners	19	928	140	811	1,482,316	721
Students with Disabilities	28	817	162	675	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	100.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	91
Grade 1	83
Grade 2	86
Grade 3	82
Grade 4	78
Grade 5	71
Total Enrollment	491

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.6	White	69.2
American Indian or Alaska Native	0.6	Two or More Races	4.9
Asian	4.1	Socioeconomically Disadvantaged	15.7
Filipino	1.0	English Learners	9.8
Hispanic or Latino	15.7	Students with Disabilities	7.3
Native Hawaiian/Pacific Islander	0.4		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2011-12 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2012-13 Avg. Class Size	Number of Classrooms 1-20	21-32	33+
K	24.3	0	3	0	21.3	2	2	0	18	2	3	
1	23	0	3	0	26	0	3	0	21	1	3	
2	22	2	1	0	26	0	3	0	17	2	3	
3	23	0	3	0	24.7	0	3	0	21	1	3	
4	19.8	1	3	0	27	0	3	0	16	2	3	
5	25.7	0	3	0	25.5	0	2	0	24		3	
6												
Other					0	2	0	0				

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The safety plan for Robert Down School is reviewed yearly with updates made as needed. A standing safety committee is in place and crisis teams are assigned and trained.

Suspensions and Expulsions

Rate	School 2010-11	2011-12	2012-13	District 2010-11	2011-12	2012-13
Suspensions	2.6	.6	1.68	17.56	.10	7.68
Expulsions	0	0	0	0	.05	.10

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

• Description of the safety, cleanliness, and adequacy of the school facility
• Description of any planned or recently completed facility improvements
• Description of any needed maintenance to ensure good repair

During the 2012-13 school year, the following projects were completed: Relocation of music room to the outside building formerly occupied by the state preschool. A new storage area was built within the classroom for musical instruments. Additional garden beds and irrigation were added to the school garden. Locks were installed in all outside gates.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

Table title: School Facility Good Repair Status (School Year 2013-14) — Year and month in which data were collected: Oct. 2013

Overall Facility Rate

	Exemplary	Good	Fair	Poor
Overall Rating	[ ]	[X]	[ ]	[ ]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	**2011-12**	**2012-13**	**2012-13**
With Full Credential	23	24	24	105
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	2	1	0
Total Teacher Misassignments	2	1	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.5	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	1.0	---
Psychologist	.5	---
Social Worker		---
Nurse	.2	---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist		---
Other		---

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: Oct. 2012

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	SRA Open Court/ 2002 edition / (adopted 2005)	Yes	0%
Mathematics	Harcourt HSP / (adopted 2010)	Yes	0%
Science	Macmilllan- McGraw Hill (adopted 2008)	Yes	0%
History-Social Science	Scotts-Foresman / (adopted 2006)	Yes	0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$13,065	$787	$12,278	$86,114
District	---	---	$12,598	$76,460
Percent Difference: School Site and District	---	---	-2.5	12.6
State	---	---	$5,537	$63,166
Percent Difference: School Site and State	---	---	121.7	36.3

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2012-13)
This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

English Language Development, Special Education, GATE, School-based Counseling, Behavior Interventions, Academic Interventions, Speech Therapy, School Library, Physical Education, Computer Lab, Vocal and Instrumental Music, Occupational Therapy

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,486	$38,578
Mid-Range Teacher Salary	$71,628	$59,799
Highest Teacher Salary	$96,288	$78,044
Average Principal Salary (Elementary)	$130,240	$95,442
Average Principal Salary (Middle)	$122,052	$98,080
Average Principal Salary (High)	$156,378	$106,787
Superintendent Salary	$197,441	$150,595
Percent of Budget for Teacher Salaries	39.1%	37.1%
Percent of Budget for Administrative Salaries	7.0%	5.9%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Two annual school days per year are devoted to certificated staff professional development. During the entire school year, students are released an hour early on Thursdays so that staff may collaborate and participate in professional training. Staff also attends workshops and training at the Monterey County Office of Education as well as at institutions throughout the state. Developing the staff's expertise with common core standards, technology, student assessment and achievement have been the primary focus of our district-wide professional development.