

Forest Grove Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Forest Grove Elementary School
Street	1065 Congress Ave.
City, State, Zip	Pacific Grove, CA 93950-4838
Phone Number	831.646.6560 x 200
Principal	Craig Beller
E-mail Address	cbeller@pgusd.org
Web Site	
CDS Code	27661346026470

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

School Description and Mission Statement (Most Recent Year)

Forest Grove School seeks to provide a quality educational program for each of its students. We embrace the fact 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. Additionally, the staff has written Core Values statements which convey both the philosophy and the commitment of the faculty to the students, each other, parents, and the greater community.

Early primary grades (TK-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 (3-5) 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. The Common Core state standards have dominated the curricular discussions in the 2013-14 school year, with alignment of instructional materials and strategies to the new standards.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	85
Grade 1	68
Grade 2	70
Grade 3	67
Grade 4	90
Grade 5	77
Total Enrollment	457

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.2
Asian	7.2
Filipino	0.2
Hispanic or Latino	24.5
Native Hawaiian or Pacific Islander	1.1
White	53.6
Two or More Races	11.2
Socioeconomically Disadvantaged	30.0
English Learners	16.6
Students with Disabilities	9.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	24	25	0	129
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	0.00	0.00
Low-Poverty Schools in District	100.00	0.00

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: June 2014

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 (05/06)/Ready Common Core (Curriculum and Associates) 2013-14/SuperKids (TK-2)2014	Yes	0
Mathematics	Common Core bridge materials (Go Math) 2013-14/My Math (TK-5)2014	Yes	0
Science	Macmillian McGraw Hill (08/09)	Yes	0
History-Social Science	Scott Foresman (06/07)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The school has had many improvements. The remodeling of the multi use room, science room, and art room have been completed. The playgrounds on levels 1 and 2, as well as the parking lots, have been resurfaced and restriped. In addition, more technology has been purchased and is being installed in classrooms such as Mimeo Boards, lap top computers, and LCD projectors. We purchased amplification and other sound equipment for the classrooms to enhance teaching and learning. A project to construct a new outdoor amphitheater has been put on hold to assess its value as opposed to upgrading and redefining traffic flow and parking in front of the school. A landscape architect has been contracted by the district to assist Forest Grove staff, parents, and students in providing for the safest possible campus while also considering aesthetics. This tentative plan is available in the office for the public to review.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: September 2014				
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]	[]	[]	

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	82	80	86	79	82	81	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	81
All Student at the School	86
Male	90
Female	78
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	82
Native Hawaiian or Pacific Islander	
White	83
Two or More Races	
Socioeconomically Disadvantaged	69
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 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	71	78	75	76	79	76	54	56	55
Mathematics	75	78	80	65	65	66	49	50	50
History-Social Science				75	72	72	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	9	9	9
Similar Schools	8	9	9

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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	3	14	-8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		45	-28
Native Hawaiian/Pacific Islander			
White	8	21	-15
Two or More Races			
Socioeconomically Disadvantaged		8	5
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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.9	16.2	20.3

Note: Percentages are not calculated 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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). The PTA has sought to provide additional welcome to new parents (often military) into the Forest Grove community through the Falcon Friends program.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.0	2.4	6	2.5	4.4	3.0	5.7	5.1	4.4
Expulsions	0.0	0.0	0	0.0	0.1	0.0	0.1	0.1	0.1

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

School Safety Plan (Most Recent Year)

Forest Grove is a small neighborhood school with a diverse group of families. We value this diversity. We are fortunate enough to have a school counselor on staff to help students interact with each other inside and outside of the classroom. Our dedicated and seasoned staff members promote a nurturing environment and supervise our students closely. Each year we update our Standardized School Safety Plan to ensure that all members of the Forest Grove Community will be prepared in case of an emergency. Fire Drills, Earthquake Drills, Intruder Drills are practiced regularly so that we all know how to respond in these situations. The latest updated plan was approved by the School Site Council in October, 2014.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement*	Year 2	
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25.3	0	4	0	25		3		21		4	
1	24	0	3	0	25		3		17	1	3	
2	23.7	0	3	0	16	2	3		24		3	
3	20.3	1	3	0	17	2	3		17	2	2	
4	25.7	0	3	0	18	2	3		22	1	3	
5	17.2	5	1	0	19	2	3		19	1	3	
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).

Academic Counselors and Other Support Staff (School Year 2013-14)

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	.3	---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist		---
Other	.4	---

Note: Cells with "---" do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$13,065	\$467	\$12,598	\$86,114
District	---	---	\$12,598	\$78,457
Percent Difference: School Site and District	---	---	0.0	12.6
State	---	---	\$4,690	\$63,037
Percent Difference: School Site and State	---	---	127.5	36.3

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

The students at Forest Grove receive instructional support in their classrooms from their teacher and a part time Instructional Assistant. Outside of the classroom, students performing below grade level in language arts and math may participate in a pull out program using supplemental materials to help close the gap between their current level of understanding and grade level expectations. We also have a Resource Program, and Two Intensive Academic classrooms serving students who need more direct forms of instruction and alternative curriculum. We also provide tutoring from our classroom teachers outside of the school day through School Improvement Program funds.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,300	\$38,920
Mid-Range Teacher Salary	\$73,060	\$59,803
Highest Teacher Salary	\$98,168	\$78,096
Average Principal Salary (Elementary)	\$132,129	\$95,836
Average Principal Salary (Middle)	\$123,822	\$99,849
Average Principal Salary (High)	\$158,646	\$107,599
Superintendent Salary	\$203,528	\$151,912
Percent of Budget for Teacher Salaries	41	37
Percent of Budget for Administrative Salaries	7	6

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

Professional Development

Each year 2 full days are dedicated to staff development. An additional hour per week is set aside for staff development and collaboration (early release on Thursday afternoons). Teachers receive an additional 170 minutes each week to ensure that they have time during the school day for preparation and parent and community contact. Grade level meetings have been held to identify students in need of additional support/tutoring, using Title I and Title III funds. For the 2013-14 school year, a professional consultant has been hired to support and lead the staff through professional development activities around Common Core State Standards - with a focus on key instructional shifts. This consultant will continue her work with the Forest Grove faculty with 4 visits during the 2014-15 school year.