

Forest Grove Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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/>.
- 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/guardians and community members should contact the school principal or the district office.

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., 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.

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	Buck Roggeman
E-mail Address	broggeman@pgusd.org
Web Site	forestgrove.pgusd.org
Grades Served	TK-5
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 2014-15)

Grade Level	Number of Students
Kindergarten	105
Grade 1	64
Grade 2	69
Grade 3	69
Grade 4	75
Grade 5	78
Total Enrollment	460

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.1
Asian	7
Filipino	0.9
Hispanic or Latino	23.3
Native Hawaiian or Pacific Islander	0.7
White	55.7
Two or More Races	10
Socioeconomically Disadvantaged	30
English Learners	13.5
Students with Disabilities	9.8

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	25	24	26	119
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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)

Year and month in which data were collected: September 2014				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	65	67	44
Mathematics	52	54	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	75	70	93.3	29	11	26	33
	4	76	75	98.7	13	24	27	36
	5	80	78	97.5	13	13	35	38
Male	3		28	37.3	36	18	14	29
	4		42	55.3	10	21	26	43
	5		44	55.0	11	11	45	32
Female	3		42	56.0	24	7	33	36
	4		33	43.4	18	27	27	27
	5		34	42.5	15	15	21	47
Black or African American	3		0	0.0	--	--	--	--
	4		1	1.3	--	--	--	--
Asian	3		3	4.0	--	--	--	--
	4		7	9.2	--	--	--	--
	5		9	11.3	--	--	--	--
Filipino	3		1	1.3	--	--	--	--
	4		4	5.3	--	--	--	--
	5		4	5.0	--	--	--	--
Hispanic or Latino	3		18	24.0	39	17	28	17
	4		15	19.7	33	13	13	40
	5		25	31.3	16	20	44	16
Native Hawaiian or Pacific Islander	3		1	1.3	--	--	--	--
	4		1	1.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		1	1.3	--	--	--	--
White	3		37	49.3	30	14	19	35
	4		42	55.3	12	21	33	33
	5		37	46.3	11	8	35	46
Two or More Races	3		7	9.3	--	--	--	--
	4		5	6.6	--	--	--	--
	5		2	2.5	--	--	--	--
Socioeconomically Disadvantaged	3		26	34.7	50	12	27	8
	4		19	25.0	42	37	11	11
	5		22	27.5	27	23	32	18
English Learners	3		8	10.7	--	--	--	--
	4		10	13.2	--	--	--	--
	5		10	12.5	--	--	--	--
Students with Disabilities	3		7	9.3	--	--	--	--
	4		7	9.2	--	--	--	--
	5		8	10.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	75	69	92.0	19	36	26	19
	4	76	75	98.7	13	27	33	27
	5	80	78	97.5	22	27	27	24
Male	3		27	36.0	22	44	15	19
	4		42	55.3	10	19	33	38
	5		44	55.0	16	32	30	23
Female	3		42	56.0	17	31	33	19
	4		33	43.4	18	36	33	12
	5		34	42.5	29	21	24	26
Black or African American	3		0	0.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		1	1.3	--	--	--	--
Asian	3		3	4.0	--	--	--	--
	4		7	9.2	--	--	--	--
	5		9	11.3	--	--	--	--
Filipino	3		1	1.3	--	--	--	--
	4		4	5.3	--	--	--	--
	5		4	5.0	--	--	--	--
Hispanic or Latino	3		18	24.0	39	28	22	11
	4		15	19.7	27	20	40	13
	5		25	31.3	28	36	24	12
Native Hawaiian or Pacific Islander	3		1	1.3	--	--	--	--
	4		1	1.3	--	--	--	--
	5		1	1.3	--	--	--	--
White	3		36	48.0	11	44	22	22
	4		42	55.3	12	24	36	29
	5		37	46.3	22	19	35	24
Two or More Races	3		7	9.3	--	--	--	--
	4		5	6.6	--	--	--	--
	5		2	2.5	--	--	--	--
Socioeconomically Disadvantaged	3		25	33.3	28	48	24	0
	4		19	25.0	37	37	16	11
	5		22	27.5	45	36	14	5
English Learners	3		7	9.3	--	--	--	--
	4		10	13.2	--	--	--	--
	5		10	12.5	--	--	--	--
Students with Disabilities	3		7	9.3	--	--	--	--
	4		7	9.2	--	--	--	--
	5		8	10.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	79	85	82	81	81	82	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	82
All Students at the School	82
Male	90
Female	71
Asian	--
Filipino	--
Hispanic or Latino	73
Native Hawaiian or Pacific Islander	--
White	88
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	55
Foster Youth	--

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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.00	18.70	25.30

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.45	1.75	0.00	4.35	2.95	1.31	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.09	0.05	0.09	0.13	0.10	0.09

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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		22		4		26		4	
1	25		3		23		3		20	2	1	
2	25		3		24		3		22		3	
3	17	2	3		21	1	2		22		3	
4	27		3		29		3		24		3	
5	21	2	3		21	1	3		20	1	3	
Other									7	1		

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse	.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist		N/A
Other	.4	N/A

Note: Cells with N/A values 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$13,065	\$467	\$12,598	\$86,114
District	N/A	N/A	\$12,598	\$79,702
Percent Difference: School Site and District	N/A	N/A	0.0	12.6
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	127.5	36.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,225	\$40,379
Mid-Range Teacher Salary	\$74,704	\$62,323
Highest Teacher Salary	\$100,327	\$81,127
Average Principal Salary (Elementary)	\$135,324	\$99,192
Average Principal Salary (Middle)	\$127,537	\$91,287
Average Principal Salary (High)	\$163,500	\$112,088
Superintendent Salary	\$208,617	\$159,821
Percent of Budget for Teacher Salaries	40%	36%
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 (Most Recent Three Years)

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.