

Executive Summary of School Accountability Report Card (SARC)

Forestville Elementary School

Covering the 2007-08 School Year

Published during 2008-09

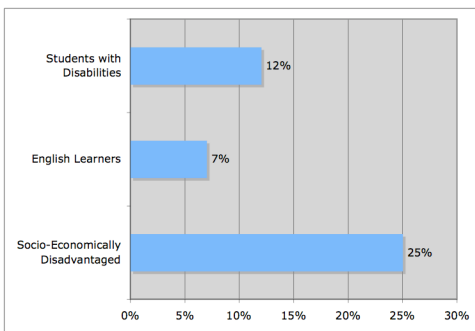
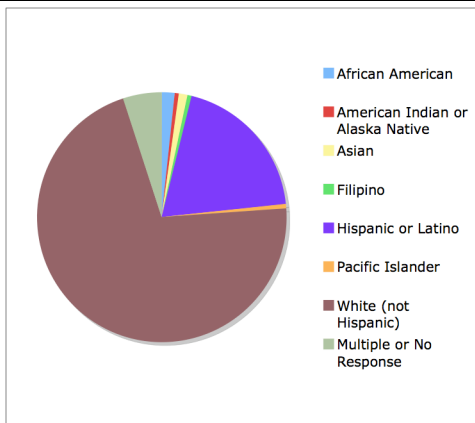
Forestville Elementary

6321 Highway 116
 Forestville, CA 95436
 (707) 887-2279
 Grades K – 3

Principal: Talin Tamzarian,
ttamzarian@forestvilleusd.org

Student Enrollment

Number of Students	180
--------------------	-----



Teachers

Teachers with Full Credential	13
Teachers without full credential	0
Teachers teaching outside area of competence	0
Mis-assignments of teachers of English learners	0
Total teacher mis-assignments	0

About This School

Our goal in compiling this information is to make an account of ourselves available to you and to encourage your responses.

To define and articulate our collective vision, the entire teaching staff met, along with representatives of the classified staff and the Governing Board, to analyze our district's goals. One important outcome of that process was a statement of philosophy and purpose - - a mission statement - - which is included below. Students submitted ideas to encapsulate the mission statement into a school motto. The chosen motto follows the mission statement.

**FORESTVILLE UNION SCHOOL DISTRICT
 MISSION STATEMENT**

Our purpose is to enable students to become life-long learners - - knowing how to learn, how to make decisions, and how to relate positively as productive, responsible, and ethical citizens.

**The Best Education for the Next Generation
 Scholarship - Leadership – Friendship-Stewardship**

Forestville School, a rural K-8 school district, has been recognized twice as a California Distinguished School and twice received California Distinguished School Honorable Mention awards. In the 2006-07 academic year, FUSD district converted grades 4-8 into a charter school, Forestville Academy. The K-3 grades remained as Forestville Elementary school. It is important when comparing demographic and student assessment data to keep this conversion in mind. In 2006-07 and 2008-09, FUSD essentially became two schools where we had been a single school district with a single school. Our enrollment (using the count from the California Basic Educational Data System (CBEDS) for 2008-09 for Forestville Elementary was 180 students and 306 students for Forestville Academy. In 2006-2007 our enrollment

Pupils Lacking Textbooks or Instructional Materials	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	n/a
Health	0%
Science Laboratory Equipment	n/a
Expenditures Per Pupil (Unrestricted Sources Only)	
School Site	\$
District	\$
State	\$5,300
Student Performance Students Proficient and Above on California Standards Tests	
English/Language Arts	37
Mathematics	61
Science	n/a
History Social Science	n/a
Academic Progress	
2007 API Growth Score	761
Statewide Rank	3
2007-08 Program Improvement Status	Not in PI

was 178 for Forestville Elementary and 358 for Forestville Academy. For 2005-06, it was 537 for the entire Forestville Union School District. For 2004 – 2005, it was 604. Enrollment for 2002 – 2003 was 665 on October 1, 2002. Enrollment for 2003 – 2004 was 606 on October 1, 2003. Enrollment for 2001 – 2002 was 669 on October 1, 2001. Enrollment for 2000-2001 was 715 students on October 1, 2000. The 1999 – 2000 figure was 702, down from 717 in 1998-99, down from 730 in 1997-98, and down from 744 students in 1996-97.

School Facilities

Summary of Most Recent Site Inspection
Passed all areas of recent inspection.

Repairs Needed
None needed.

Corrective Actions Taken or Planned
None needed.

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page 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.

Forestville Elementary School

School Accountability Report Card

Reported for School Year 2007-08 • Published During 2008-09

School Contact – 2008-09

Forestville Elementary

6321 Highway 116
Forestville, CA 95436
(707) 887-2279
Grades K – 3

Principal: Talin Tamzarian,
ttamzarian@forestvilleusd.org
CDS code: 49-70680-6051718

Forestville USD

(707) 887-9767
Web site: www.forestvilleusd.org
Superintendent: Don Hack
bborbe@forestvilleusd.org

Data and Access

DataQuest is an online data tool located 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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 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.

School Description and Mission Statement

Our goal in compiling this information is to make an account of ourselves available to you and to encourage your responses.

To define and articulate our collective vision, the entire teaching staff met, along with representatives of the classified staff and the Governing Board, to analyze our district's goals. One important outcome of that process was a statement of philosophy and purpose - - a mission statement - - which is included below. Students submitted ideas to encapsulate the mission statement into a school motto. The chosen motto follows the mission statement.

FORESTVILLE UNION SCHOOL DISTRICT MISSION STATEMENT

Our purpose is to enable students to become life-long learners - - knowing how to learn, how to make decisions, and how to relate positively as productive, responsible, and ethical citizens.

The Best Education for the Next Generation
Scholarship - Leadership – Friendship-Stewardship

Forestville School, a rural K-8 school district, has been recognized twice as a California Distinguished School and twice received California Distinguished School Honorable Mention awards. In the 2006-07 academic year, FUSD district converted grades 4-8 into a charter school, Forestville Academy. The K-3 grades remained as Forestville Elementary school. It is important when comparing demographic and student assessment data to keep this conversion in mind. In 2006-07 and 2008-09, FUSD essentially became to schools where we had been a single school district with a single school. Our

Student Enrollment 2007-08	
Enrollment by Grade	
Grade Level	Number of Students
Kindergarten	39
Grade 1	37
Grade 2	50
Grade 3	54
Ungraded Elementary	0
Total	180
Enrollment by Group	
Group	% of Total Enrollment
African American	1.67 %
American Indian or Alaska Native	0.56 %
Asian	1.11 %
Filipino	0.56 %
Hispanic or Latino	19.44 %
Pacific Islander	0.56 %
White (not Hispanic)	71.11 %
Multiple or No Response	5 %
Socioeconomically Disadvantaged	25 %
English Learners	7 %
Students with Disabilities	12 %

enrollment (using the count from the California Basic Educational Data System (CBEDS) for 2008-09 for Forestville Elementary was 180 students and 306 students for Forestville Academy. In 2006-2007 our enrollment was 178 for Forestville Elementary and 358 for Forestville Academy. For 2005-06, it was 537 for the entire Forestville Union School District. For 2004 – 2005, it was 604. Enrollment for 2002 – 2003 was 665 on October 1, 2002. Enrollment for 2003 – 2004 was 606 on October 1, 2003. Enrollment for 2001 – 2002 was 669 on October 1, 2001. Enrollment for 2000- 2001 was 715 students on October 1, 2000. The 1999 – 2000 figure was 702, down from 717 in 1998-99, down from 730 in 1997-98, and down from 744 students in 1996-97.

As a staff, we strive to lead each student to maximize his or her potential by providing carefully planned and appropriately challenging instruction, support for the whole individual, reinforcement of the idea that all students can learn and be successful in school, and respect for individual differences and styles of learning. We strive to provide adequate facilities, which create a safe, and hospitable environment which is conducive to learning for all children, and which incorporates the full involvement of both parental and community resources to help children succeed.

As you read this report, please note that we are proud of the work we do for our Forestville “school community” and strive to continually improve upon it. We rely on

you for the support and evaluative feedback to continue to change for the better. We cherish the trust you have placed in us and will always work hard to merit that trust.

Sincerely,
Don Hack, Superintendent

Opportunities for Parental Involvement	
Contact	Talin Tamzarian
Phone	(707) 887-2279
<p>Parent involvement and participation is highly valued at Forestville School. There are numerous opportunities to assist in classrooms, and with special events such as the annual school musical, campus beautification efforts, lunch programs, recycling, publishing the parent newsletter, library volunteers, coaching and tournaments, serving on committees and advisory councils, etc. Please contact the school for more information about parent involvement at Forestville School or about the Friends of Forestville School Education Foundation’s role in the life of the school.</p>	

Average Class Size and Class Size Distribution Elementary

Grade Level	2005-06				2006-07				2007-08			
	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	20.0	1	1		18.7	3			18.0	3.0		
1	20.5	1	1		19.0	2			18.0	2.0		
2	17.5	2			19.0	4			21.5		4	
3	19.0	3			22.5		2		19.0	2.0		
4	26.0		2		31.0		2					
5	32.5		1	1	29.0		2					
6	26.7		3		32.0		1					
K-3	19.0	1			20.0	1			21.0		1	
3-4												
4-8												
Other												

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

School Climate

School Safety Plan 2007-08

School safety, campus cleanliness, and maintenance of facilities are a high priority at Forestville School. We maintain a comprehensive School Safety Plan that is reviewed and revised annually. The Safety Plan includes periodic Fire Drills, Earthquake Drills, and Secure the Campus Drills. The District's School Safety Committee meets on a regular basis to address day-to-day safety concerns as well as focusing on long range plans for campus safety. Pedestrian safety and traffic flow issues have been the central topics of concern the past few years as reflected in parent surveys. Major progress has been made to address safety issues. The District has added a third traffic exit lane on Travis Road and was instrumental in the process of realigning the crosswalks at the intersection of Highway 116 and Covey Road.

The District will continue its program to reduce incidents of teasing and bullying. Through an increased emphasis on reporting all incidents either directly to teachers and adult supervisors or anonymously via the school's hotline or suggestion box, we will continue to make strong efforts to address all instances of teasing and bullying. The district will also address issues of bullying by increasing awareness of these issues through assemblies and class-room discussions. The district will implement the Safe-School Ambassadors program to empower students to resolve issues of bullying and harassment. New harassment forms have been developed and the district will develop methods of quantifying data.

Working with RESIG (Redwood Empire Schools Insurance Group), the district has updated the Emergency Operations Plan in 2007. The district continues to conduct a series of drills and emergency scenarios to prepare for emergency situations. All staff personnel have completed the first part of Emergency Prep training.

The district will continue to work towards preparing for emergency situations by working with RESIG, the Forestville Fire Department, and the Sonoma Office of Education.

Suspensions and Expulsions

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	23.0 %	12.4 %	5 %	23.0 %	13.4 %	23.7 %
Expulsions	0 %	0 %	0 %	0 %	0 %	0.6 %

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

School Facilities

School Facility Conditions and Planned Improvements in 2008-09

Another major project was our new Library/Media center. This major addition to our campus was completed in the fall of 2006. The building has been completely renovated and updated. Campus cleanliness is maintained by a concerted effort by students, staff, and parents. Classes take turns policing the campus for litter and student Green Teams volunteer during the lunch period to facilitate recycling.

The custodial staff works diligently to keep our school litter-free. Students and staff have also made a commitment to keep the campus clean and safe. Students are given reward tickets as part of our BEST program for picking up any litter that is seen.

Facility improvements for 2008-09 include repairing the library roof.

School Facilities Good Repair Status 2008-09

Item Inspected	Facility in Good Repair		Repair Needed and Action 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	X		

Overall Summary of Facility Good Repair Status

Good

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Teachers

Teacher Credentials

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	30	23	13	30
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	n/a

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teacher Mis-assignments and Vacant Teacher Positions

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers 2006-07

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100 %	0 %
All Schools in District	0 %	0 %
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	100 %	0 %

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at 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/>.

Support Staff

Academic Counselors and Other Support Staff 2007-08

Title	Number of FTE Assigned to School
Academic Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (paraprofessional)	.40 FTE
Psychologist	.40 FTE
Social Worker	0
Nurse	.20 FTE
Speech/Language/Hearing Specialist	.40 FTE
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Academic Counselor	n/a

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Curriculum and Instructional Materials

Forestville Union School District has provided each pupil with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks for Health. Based on an annual teacher survey, Forestville School has current and state approved textbooks in all the core subject areas with the exception of history – social science. The State Department of Education finally approved history - social science textbooks and instructional materials in late 2005. The teaching staff recommended history - social science textbooks and instructional materials to the Technology, Library, and Curriculum (TLC) Committee. The TLC recommended the final adoption to the Board of Trustees. The Board adopted the series in the spring of 2006. All History-Social Science textbooks were received by August of 2006 and materials were implemented in 2006-2007. The adoption cycle continues as the district will go through the process for science (2007-08) and Mathematics (2008-09).

**Quality, Currency, and Availability
of Textbooks and Instructional Materials
2008-09**

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/ Language Arts	Grades K-6, <i>Open Court Reading</i> , published by SRA McGraw-Hill; Board Adopted 3 June 2002 Grades 7-9, <i>The Language of Literature</i> , published by McDougal, Littell; Board Adopted 3 June 2002	0%
Mathematics	Grades K-6, <i>California Mathematics</i> , published by Scott Foresman; Board Adopted 31 May 2001 Grades 7-8 <i>Pre-Algebra</i> and <i>Algebra 1</i> , published by Prentice Hall; Board Adopted 31 May 2001	0%
Science	Grades K-3, Houghton-Mifflin; Board adopted 7 February, 2008 Grades 4-6, <i>Discovery Works</i> , published by Houghton Mifflin; Board Adopted 8 May 2003 Grades 7-8, <i>Focus on Life Science</i> and <i>Focus on Physical Science</i> , published by Prentice Hall; Board Adopted 21 June 2007	0%
History-Social Science	Grades K-3- Houghton-Mifflin 2007 <i>K-My World 1-School and Family</i> , <i>2-Neighborhoods</i> 3-Communities, 4-California Studies, 5-U.S. History, Early Years Grade 6-Holt Reinhart & Wilson, 2007 Grades 7-8, <i>Medieval to Early Modern Time</i> and <i>United States History Independence to 1914</i> , published by Harcourt Education Company; Board Adopted 12 May 2006	0%
Foreign Language	Does not apply	n/a
Health		

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

School Finances

Expenditures Per Pupil and School Site Teacher Salaries Fiscal Year 2006-07

Level	Total	Supplemental	Basic	Average Teacher Salary
School Site	\$8,028	n/a	\$5,284	\$61,251
District			\$5,284	\$61,251
Percent Difference – School Site and District			0%	
State			\$5,300	\$54,322
Percent Difference – School Site and State				

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Types of Services Funded Fiscal Year 2007-08

District revenues fund, fully or partially, most of the programs and services offered at Forestville School. The District's parent support group, the Friends of Forestville School Education Foundation (FOFSEF), supports many special programs through grants and donations. Many of these programs would not exist if they were not directly supported by FOFSEF. Examples of these programs include K-3 visual arts, K-8 music program, and our sports program.

Teacher and Administrative Salaries Fiscal Year 2006-07

Category	District Amount	State Average For Districts In Same Category
Teacher Salaries		
Beginning Teacher Salary	\$44,077	\$37,322
Mid-Range Teacher Salary	\$57,882	\$53,824
Highest Teacher Salary	\$72,247	\$67,700
Administrator Salaries		
Average Principal Salary (Elementary)	\$90,866	\$85,507
Average Principal Salary (Middle)	\$0	\$91,421
Average Principal Salary (High)		
Superintendent Salary	\$108,000	\$104,993
Percent of Budget for		
Teacher Salaries	39.9 %	37.6 %
Administrative Salaries	5.3 %	6.4 %

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/salaries0405.asp>.

Student Performance

California Standards Tests (CST)

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

CST Results for All Students – Three-Year Comparison

Subject	School			District			State		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	60	38	37	60	57	54	42	43	46
Mathematics	62	47	61	62	54	58	40	40	43
Science	57	n/a	n/a	57	66	55	35	38	46
History-Social Science	42	n/a	n/a	42	46	43	33	33	36

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

CST Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native				
Asian	*	*		
Filipino	*	*		
Hispanic or Latino	24	48		
Pacific Islander				
White (not Hispanic)	42	65		
Male	40	65		
Female	34	52		
Economically Disadvantaged	22	59		
English Learners	*	*		
Students with Disabilities	18	*		
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Accountability

Academic Performance Index (API)

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

API – Three-Year Comparison

API Rank	2005	2006	2007
Statewide	7	8	3
Similar Schools	2	5	n/a

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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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 Changes by Student Group – Three-Year Comparison

Group	Actual API Change			Growth API Score
	2005 to '06	2006 to '07	2007 to '08	2008
All Students at the School	32	-93	39	761
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	36	-80	22	780
Socioeconomically Disadvantaged	26			
English Learners				
Students with Disabilities				

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

