

# Forestville Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 and 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 and the county. 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 (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Forestville Elementary School
<b>Street</b>	6321 Highway 116
<b>City, State, Zip</b>	Forestville, California 95436-9699
<b>Phone Number</b>	707-887-2279
<b>Principal</b>	Talin Tamzarian
<b>E-mail Address</b>	<a href="mailto:ttamzarian@forestvilleusd.org">ttamzarian@forestvilleusd.org</a>
<b>Web Site</b>	<a href="http://www.forestvilleusd.org">www.forestvilleusd.org</a>
<b>CDS Code</b>	49706806051718

<b>District Contact Information</b>	
<b>District Name</b>	Forestville Union School District
<b>Phone Number</b>	707-887-9767
<b>Superintendent</b>	Phyllis Parisi
<b>E-mail Address</b>	pparisi@forestvilleusd.org
<b>Web Site</b>	forestvilleusd.org

### **School Description and Mission Statement (School Year 2016-17)**

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 lifelong 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 TK-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. In 2008- 2009 grade 3 became part of the charter school, and in 2009-2010 grade 2 was added. Although we continue to value all that comes with being a single-school (TK-8) district, we have indeed converted to two schools--Forestville Elementary (K-1) and Forestville Academy (Charter school grades 2-8.) Our staff meetings include all TK-8 teachers; both schools have the same superintendent, parents organization, employee association, and LCAP committee. There is one principal for our students in TK-6 grades and one principal for our students in grades 7-8. The collaboration of both principals contributes to the unification and operation of the school district. We operate philosophically as one school and one district, but we are formally two separate schools. Our enrollment (using the count from the California Basic Educational Data System (CBEDS) for 2015-2016 was 264 students in the Academy and 89 students in the Elementary School. In 2014-2015 we had 263 students in the Academy and 91 students in the Elementary School.

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, Phyllis Parisi, Superintendent

**Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	43
Grade 1	35
Grade 2	1
<b>Total Enrollment</b>	<b>79</b>

**Student Enrollment by Group (School Year 2015-16)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	32.9
Native Hawaiian or Pacific Islander	0
White	64.6
Two or More Races	2.5
Socioeconomically Disadvantaged	41.8
English Learners	25.3
Students with Disabilities	2.5
Foster Youth	0

## 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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	4	4	4	20
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	2014-15	2015-16	2016-17
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 2015-16)

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	100.0	0.0
Low-Poverty Schools in District	0.0	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 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6, California Treasures, published by Macmillan/McGraw-Hill; Board Adopted July 2013	Yes	0%
Mathematics	Gr K-6 Eureka Math published by Great Minds, Board adopted September 2016.	Yes	0%
Science	Gr K-3 Houghton Mifflin, Board adopted February 2008.	Yes	0%
History-Social Science	Gr K-6 Houghton Mifflin, Board adopted 2007. K-My World, 1-School and Family, 2 -Neighborhoods, 3-Communities, 4-California Studies, 5-US History, Early Years, 6-Ancient Civilizations.	Yes	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Repaired tripping hazards in playground asphalt. Added umbrellas to student picnic area for protection from sun exposure. Added new burglar alarm system in school offices, computer labs, library and archive room. Bollards added to rear parking area to keep people out of trash dumpsters and Maintenance & Operations shed. Replaced hand dryers in bathrooms. Currently working on upgrading/replacing all HVAC units using Prop 39 funds. Cleaned out creek and storm drain to eliminate potential flooding of rear parking area.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/13/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			104: Carpet coming up at the seams 106: Carpet coming up at the seams 107: Carpet coming up at the seams Academy Offices: Water seeping in from stucco Audi: Floor tiles peeling up. Walls torn.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			109: Very messy. Items stacked too high. Drama Room: Very cluttered. Props & equipment stacked too high. Fire hazard.
<b>Electrical:</b> Electrical	X			Boys Bathroom: Balast needs replacing. Hole in ceiling need to be repaired.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			101: Station sinks leak/drip 110: Leaky Drinking fountain Girls Bathroom: Center toilet clogged. Library: room very messy, lots of stuff surrounding teacher work area, parts of floor was warped. Primary Playground: Drinking fountain too high. Needs to be replaced. Holes under surface create tripping hazard.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			17: Stucco cracked and taking on water outside of main hall. 6: Leak above teacher desk. Boys Bathroom: Balast needs replacing. Hole in ceiling need to be repaired. Preschool: Stucco cracked and water getting into wall surrounding playground Primary Playground: Drinking fountain too high. Needs to be replaced. Holes under surface create tripping hazard. Railing: Paint peeling off of railing.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			21: Door does not latch properly.

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 1/13/2017				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy						
Mathematics						

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>									

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>				

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

### 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 physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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 (School Year 2016-17)

Parent involvement and participation is highly valued at Forestville School and Academy. There are numerous opportunities to assist in classrooms, at special events such as the annual school musical, campus beautification efforts, a harvest fair, a winter craft fair, a talent show, and coaching sports and tournaments. Additionally, we encourage all stakeholders to be part of decision making by serving on various committees and advisory councils i.e. Local Control Accountability Plan (LCAP)/District Advisory Council (DAC), District English Language Advisory Committee (DELAC), etc. Administration also hosts "Parent Connection" meetings once a month based on a theme or focus important to parents and the school community. Parents are encouraged to participate in monthly board meetings, a back to school BBQ, and open house. Please contact us for more information about how to volunteer at our school district or through our parent organization, the Forestville Education Foundation. Contact person: Fran Oliver, 707-887-2279.

## 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	1.1	0.0	2.3	7.7	5.7	9.8	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

Campus cleanliness and maintenance of facilities are a high priority at Forestville Union School District. The Facility Inspection Tool (FIT), completed annually, monitors the maintenance of the campus and its facilities. School safety is maintained by a comprehensive and updated Emergency Operations Plan (EOP) that is reviewed and revised annually. The EOP includes monthly fire drills, earthquake drills, secure the campus drills, and shelter in place drills. The EOP was developed along with Redwood Empire Schools Insurance Group (RESIG). Pedestrian safety and traffic flow issues are addressed through supervision by a crossing guard and bus duty personnel. The district maintains a one-call system which notifies all families via email, phone call, or text regarding any type of school communication including emergency notifications.

The District has continued its program to reduce incidents of teasing and bullying. Through an increased emphasis on reporting all incidents, either directly to teachers or adult supervisors verbally or in writing, and/or anonymously in office suggestion boxes, we continue to adhere to our policy of addressing all instances of teasing and bullying whether on campus or on social media. The district addresses issues of bullying and digital citizenship by increasing awareness through assemblies, classroom discussions, activities, and recently completing the California Healthy Kids Survey. We will continue to expand the Building Effective Schools Together (BEST) program which emphasizes positive behavior by recognizing and rewarding good choices. Additionally, the district utilizes the Toolbox program which helps students cope with daily challenges and difficult situations. The Middle School utilizes a citizenship rubric, an incentive program, and offers leadership opportunities.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	Not In PI
<b>First Year of Program Improvement</b>	2011-2012	
<b>Year in Program Improvement*</b>	Year 3	
<b>Number of Schools Currently in Program Improvement</b>	N/A	2
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100.0

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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+
<b>K</b>	8	6			14	2	1		18	2	0	
<b>1</b>	16	2			24		2		20	2	0	
<b>Other</b>	2	1			1	1			4	2		

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	0	0
<b>Counselor (Social/Behavioral or Career Development)</b>	0	N/A
<b>Library Media Teacher (Librarian)</b>	0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	0.375	N/A
<b>Psychologist</b>	0.4	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0.2	N/A
<b>Speech/Language/Hearing Specialist</b>	0.4	N/A
<b>Resource Specialist</b>	0	N/A
<b>Other</b>	0	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
<b>School Site</b>	25,055	8,202	\$16,834	\$60,612
<b>District</b>	N/A	N/A	\$ 8,728	\$63,257
<b>Percent Difference: School Site and District</b>	N/A	N/A	92.9%	2.5
<b>State</b>	N/A	N/A	\$5,677	\$60,985
<b>Percent Difference: School Site and State</b>	N/A	N/A	204.0	5.0

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

### Types of Services Funded (Fiscal Year 2015-16)

Services funded include resource specialist, intervention, art, drama, music, band, computer, physical education, after school sports, counseling, nursing, speech and language, paraprofessionals for student support, bi-lingual support, fee-based before and after-school day care, fee-based preschool, self-contained middle school with STEAM based electives, and library.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,695	\$41,085
Mid-Range Teacher Salary	\$60,226	\$59,415
Highest Teacher Salary	\$78,686	\$75,998
Average Principal Salary (Elementary)	\$103,247	\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$122,795	\$116,069
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	6%	7%

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)**

Our school district continues to work on meaningful staff meetings, planned and implemented by our teacher-leadership team. Our method of operation continues to be Professional Learning Communities (PLCs). Teachers work collaboratively to analyze summative and formative data in order to improve instructional strategies, work on a cycle of inquiry, plan lesson units and assessments, etc. We completed an Academic Program Survey (APS) in order to identify our needs and work on continual improvement. We put most of our efforts into adopting and implementing the common core standards. Our staff meetings have been dedicated to understanding the rationale and content of the standards and developing curriculum maps based on common core standards. We have also worked on TK-8 ELA articulation and curriculum maps, literacy in the content subjects of social sciences/sciences, incorporating Eureka Math.