

Forest Grove Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 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
Principal	Buck Roggeman
Email Address	broggeman@pgusd.org
School Website	forestgrove.pgusd.org
County-District-School (CDS) Code	27661346026470

2021-22 District Contact Information

District Name	Pacific Grove Unified School District
Phone Number	831.646.6520
Superintendent	Ralph Porras
Email Address	rporras@pgusd.org
District Website Address	www.pgusd.org

2021-22 School Overview

Forest Grove School seeks to provide a quality educational program for each of its students. We embrace the fact that our 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 and affirmed 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	64
Grade 2	60
Grade 3	59
Grade 4	75
Grade 5	59
Total Enrollment	391

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.8
Asian	11
Black or African American	1.8
Filipino	2.6
Hispanic or Latino	25.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	3.6
White	54.5
English Learners	11.3
Foster Youth	0.3
Socioeconomically Disadvantaged	22.8
Students with Disabilities	13.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	June 2019
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance grades 3-5 adopted 2016-2017 and SuperKids adopted May 2014	Yes	0
Mathematics	Swun Math TK-5 adopted May 2019	Yes	0
Science	Macmillian McGraw Hill (08/09) and Mystery Science (interim adoption in 2018 until NGSS-approved curriculum is selected in 2020-21)	Yes	0
History-Social Science	Scott Foresman (06/07)	Yes	0

School Facility Conditions and Planned Improvements

Forest Grove continues to have many improvements to its campus. During the summer of 2016, a \$500,000 parking and drop off reconstruction project was completed allowing for smoother traffic flow and improved access to the front of our school. Working with parent and staff volunteers, the playground area was painted and some games were added over the past two years. The learning environment has received several technology updates including class sets of Chromebooks in grades 3-5, six tablets in TK-2 classrooms, and video surveillance cameras. We expect the technology component of classrooms to continue to grow as funds from the educational technology bond become available. In 2018, we added two modular classrooms to house our expanding program offerings. A new playground was installed Summer of 2020.

Year and month of the most recent FIT report

January 2022

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

Overall Facility Rate

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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	196	1	0.51	99.49	--
Female	108	1	0.93	99.07	--
Male	88	0	0	100	--
American Indian or Alaska Native	--	--	--	--	--
Asian	24	0	0	100	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	1	2.22	97.78	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	111	0	0	100	--
English Learners	24	0	0	100	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	12	0	0	100	--
Socioeconomically Disadvantaged	47	1	2.13	97.87	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	1	2.94	97.06	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	196	1	0.51	99.49	--
Female	108	1	0.93	99.07	--
Male	88	0	0.00	100.00	--
American Indian or Alaska Native	--	--	--	--	--
Asian	24	0	0.00	100.00	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	1	2.22	97.78	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	111	0	0.00	100.00	--
English Learners	24	0	0.00	100.00	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	12	0	0.00	100.00	--
Socioeconomically Disadvantaged	47	1	2.13	97.87	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	1	2.94	97.06	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

NWEA: Growth: Language 2-12 CA 2010 Student Groups	NWEA: Growth: Language 2-12 CA 2010 Total Enrollment	NWEA: Growth: Language 2-12 CA 2010 Number Tested	NWEA: Growth: Language 2-12 CA 2010 Percent Tested	NWEA: Growth: Language 2-12 CA 2010 Percent Not Tested	NWEA: Growth: Language 2-12 CA 2010 Percent At or Above Grade Level
All Students	198	190	96	4	67
Female	110	105	95	5	72
Male	88	85	97	3	61

American Indian or Alaska Native	3	3	100	0	67
Asian	30	30	100	0	67
Black or African American	3	3	100	0	33
Filipino	0	0	0	0	0
Hispanic or Latino	46	42	91	9	52
Native Hawaiian or Pacific Islander	2	2	100	0	0
Two or More Races	4	4	100	0	50
White	112	110	98	2	75
English Learners	21	21	100	0	33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	11	10	91	9	90
Socioeconomically Disadvantaged	45	45	100	0	49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	30	94	6	23

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA: Growth: Language 2-12 CA 2010 Student Groups	NWEA: Growth: Language 2-12 CA 2010 Total Enrollment	NWEA: Growth: Language 2-12 CA 2010 Number Tested	NWEA: Growth: Language 2-12 CA 2010 Percent Tested	NWEA: Growth: Language 2-12 CA 2010 Percent Not Tested	NWEA: Growth: Language 2-12 CA 2010 Percent At or Above Grade Level
All Students	198	190	96	4	56
Female	110	105	95	5	54
Male	88	85	96	4	58
American Indian or Alaska Native	3	3	100	0	100
Asian	30	30	100	0	60
Black or African American	3	3	100	0	67
Filipino	0	0	0	0	0
Hispanic or Latino	46	42	91	9	48
Native Hawaiian or Pacific Islander	2	2	100	0	0
Two or More Races	4	4	100	0	100
White	112	110	98	2	81
English Learners	21	21	100	0	14
Foster Youth	0	0	0	0	0

Homeless	0	0	0	0	0
Military	11	10	91	9	80
Socioeconomically Disadvantaged	45	45	100	0	38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	30	94	6	13

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	58	NT	NT	NT	NT
Female	35	NT	NT		
Male	23	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	37	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	17	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents and the community are an integral part of Forest Grove School. Teachers welcome and receive volunteers in their classrooms. In a typical year, school-wide functions (i.e. Back-to-School Night, Open House, holiday programs, Trunk or Treat, Ice Cream Social, Parent Conferences, Butterfly Parade and Bazaar, Family Game Night, and Falcon Fun Fest) are well attended. In 2020-2021, these functions were canceled due to the pandemic. Forest Grove has an active Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), 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. Forest Grove has intensified its efforts to increase parent involvement in 2019-2020. These efforts include a series of parent education classes covering topics such Managing Your Child's Temper and Tantrums, Building Loving Sibling Relationships, and Preparing for Life's Transitions. These classes are offered in conjunction with Pacific Grove Adult Education. In addition, Forest Grove began having virtual "check ins" with the principal to keep parents current on all information affecting the educational program for their children. Forest Grove hosted numerous virtual Town Hall meetings as our remote learning plans were developed and our return to school plans took shape in the Spring of 2021. In 2019, Forest Grove also held a school safety update for parents on the first day of school where more than 100 parents were in attendance as well as a morning meeting to discuss our social emotional learning program called the Toolbox. Parents are also given a voice in school decision making through their roles on the English Language Advisory Council.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	418	409	10	2.4
Female	213	209	6	2.9
Male	205	200	4	2.0
American Indian or Alaska Native	3	3	0	0.0
Asian	43	43	0	0.0
Black or African American	7	7	1	14.3
Filipino	10	10	0	0.0
Hispanic or Latino	111	107	6	5.6
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	15	15	0	0.0
White	227	222	3	1.4
English Learners	50	49	2	4.1
Foster Youth	2	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	104	101	5	5.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	63	60	0	0.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.07	0.00	1.78	0.05	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.90	1.55	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Forest Grove's comprehensive safety plan is reviewed each year by our site safety committee and the School Site Council. The plan was most recently reviewed in October 2022. We have adopted the "Big Five" approach to emergency response and all staff receives annual training on the five types of emergency response - shelter in place, evacuation, secure campus, lockdown-barricade, and drop-cover-hold on. Our comprehensive safety plan also contains our drill schedule, school rules, and an overview of the character development used at Forest Grove (Character Counts) and social emotional learning program (The Toolbox) used at Forest Grove. Our school has conducted distance learning beginning on March 13, 2020, and phased in our return to school April 2021. Our COVID-19 School Operational Plan addresses our safety procedures during this time.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	5	1	
1	20	2		
2	21	1	3	
3	21	1	2	
4	19	1	3	
5	18	2	2	
6				
Other	14	1	1	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	5		1
1	20	1	2	
2	20	2	1	
3	16	5		
4	23	2	1	
5	22	1	2	
6				
Other	8	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4		
1	21	1	2	
2	20	2	1	
3	20	2	1	
4	29	2		2
5	20	3		
6				
Other	11	2		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	488.8

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	5.2

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,403.15	\$5,502.18	\$10,900.96	\$109,887.99
District	N/A	N/A	\$11,930.00	\$109,879.51
Percent Difference - School Site and District	N/A	N/A	-9.0	0.0
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	25.4	25.9

2020-21 Types of Services Funded

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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,294	\$50,897
Mid-Range Teacher Salary	\$98,258	\$78,461
Highest Teacher Salary	\$126,297	\$104,322
Average Principal Salary (Elementary)	\$159,099	\$131,863
Average Principal Salary (Middle)	\$159,422	\$137,086
Average Principal Salary (High)	\$177,196	\$151,143
Superintendent Salary	\$235,997	\$297,037
Percent of Budget for Teacher Salaries	39%	32%
Percent of Budget for Administrative Salaries	7%	5%

Professional Development

Each year, one full day and two half days (three hours) are dedicated to staff development district-wide. 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. In 2020-21, the focus of Forest Grove's professional development has been devoted to helping teachers develop and implement distance learning programs at Forest Grove.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	5	2

Pacific Grove Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Pacific Grove Unified School District
Phone Number	831.646.6520
Superintendent	Ralph Porras
Email Address	rporras@pgusd.org
District Website Address	www.pgusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1019	6	0.59	99.41	--
Female	517	2	0.39	99.61	--
Male	501	4	0.80	99.20	--
American Indian or Alaska Native	15	0	--	100.00	--
Asian	108	1	0.93	99.07	--
Black or African American	22	1	4.55	95.45	--
Filipino	22	0	0.00	100.00	--
Hispanic or Latino	214	2	0.93	99.07	--
Native Hawaiian or Pacific Islander	11	0	0.00	100.00	--
Two or More Races	39	0	0.00	100.00	--
White	588	2	0.34	99.66	--
English Learners	47	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	74	0	0.00	100.00	--
Socioeconomically Disadvantaged	224	3	1.34	98.66	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	143	6	4.20	95.80	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1019	5	0.49	99.51	--
Female	517	2	0.39	99.61	--
Male	501	3	0.60	99.40	--
American Indian or Alaska Native	15	0	--	100.00	--
Asian	108	1	0.93	99.07	--
Black or African American	22	1	4.55	95.45	--
Filipino	22	0	0.00	100.00	--
Hispanic or Latino	214	2	0.93	99.07	--
Native Hawaiian or Pacific Islander	11	0	0.00	100.00	--
Two or More Races	39	0	0.00	100.00	--
White	588	1	0.17		--
English Learners	47	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	74	0	0.00	100.00	--
Socioeconomically Disadvantaged	224	3	1.34	98.66	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	143	5	3.50	96.50	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.