Forestville Elementary
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School Year
California Department of Education

Address:	6321 Highway 116 Forestville, CA , 95436-9699	**Principal:**	Merrie Rivera, Principal
Phone:	(707) 887-2279	**Grade Span:**	K-1

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 https://www.cde.ca.gov/ta/ac/sa/.

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Merrie Rivera, Principal

📍 Principal, Forestville Elementary

Contact

Forestville Elementary
6321 Highway 116
Forestville, CA 95436-9699

Phone: (707) 887-2279
Email: mrivera@forestvilleusd.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Forestville Union Elementary
Phone Number	(707) 887-9767
Superintendent	Dark, Matt
Email Address	mdunkle@forestvilleusd.org
Website	www.forestvilleusd.org

School Contact Information (School Year 2024–25)

School Name	Forestville Elementary
Street	6321 Highway 116
City, State, Zip	Forestville, CA , 95436-9699
Phone Number	(707) 887-2279
Principal	Merrie Rivera, Principal
Email Address	mrivera@forestvilleusd.org
Website	www.forestvilleusd.org
Grade Span	K-1
County-District-School (CDS) Code	49706806051718

School Description and Mission Statement (School Year 2024–25)

FORESTVILLE UNION SCHOOL DISTRICT

MISSION STATEMENT
We provide opportunities for each student to reach their highest potential by establishing a curriculum that meets or exceeds standards for education; providing supportive programs that develop our children's mental, physical, and social skills; and partnering with parents and the community to create an environment geared to the success of our students.

VISION STATEMENT
We are a community of lifelong learners, working together to be educated, productive, kind, and responsible citizens.

SCHOOL MOTTO:
Scholarship- Changes Me
Leadership- Changes Others
Friendship- Changes Communities
Stewardship- Changes the World

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. In 2017-18, our 7th and 8th grade became the West County Charter School which is a part of the West Sonoma County Union High School District and then in 2019-20 our 7th and 8th grades rejoined Forestville Academy. 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 (Tk-1) and Forestville Academy (Charter school grades 2-8.) Our staff meetings include all TK-8 teachers; both schools have the same superintendent, parent organization, employee association, and LCAP committee. There is one principal for our students in TK-5 grades. We operate philosophically as one school and one district, but we are formally two separate schools. In the 2023-24 school year our enrollment was 163 students in the Academy, grades 2-8, and 50 students in the Elementary School, grades TK-1.

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.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	41
Grade 1	18
Total Enrollment	59
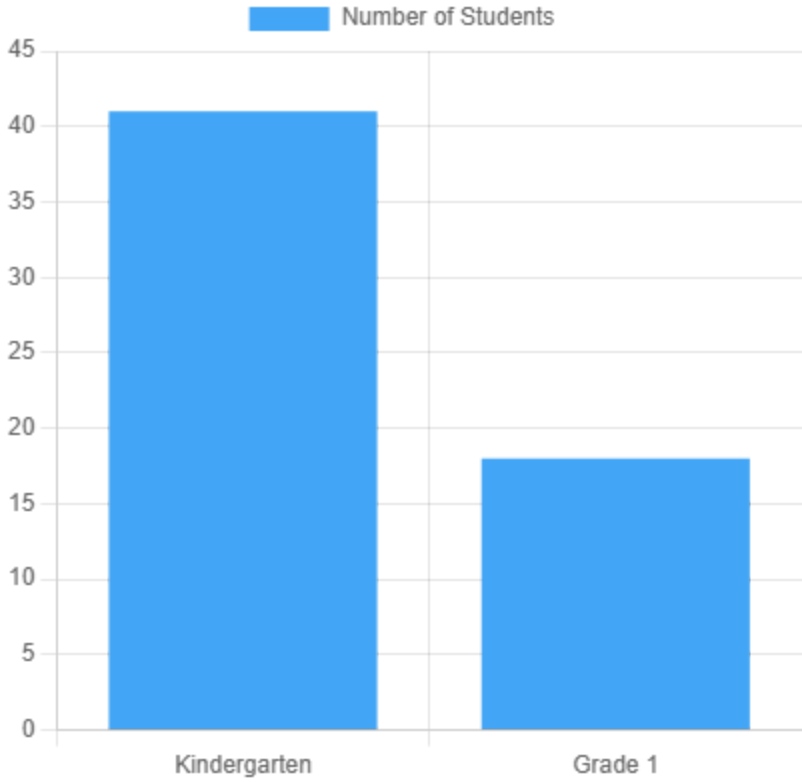
Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	37.30%
Male	62.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	1.70%
Filipino	0.00%
Hispanic or Latino	25.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	3.40%
White	50.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	16.90%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	35.60%
Students with Disabilities	10.20%

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.20	100.00%	16.80	99.00%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.00	0.00%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	0.10	0.94%	18854.30	6.86%
Total Teaching Positions	4.20	100.00%	17.00	100.00%	274759.10	100.00%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.20	100.00%	14.10	88.19%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.70	4.69%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.80	5.19%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	0.30	1.88%	15831.90	5.67%
Total Teaching Positions	4.20	100.00%	16.00	100.00%	279044.80	100.00%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.70	100.00%	10.50	72.41%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	3.00	20.69%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.30	2.28%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	0.60	4.55%	14303.80	5.15%
Total Teaching Positions	3.70	100.00%	14.50	100.00%	277698.00	100.00%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: December 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The following are from the most recent adoption: Grades K-5, Wonders, published by Macmillan/McGraw-Hill; Board Adopted 2018 Grades 6-8, StudySync, published by Macmillan/McGraw-Hill; Board Adopted in 2019	0
Mathematics	The following are from the most recent adoption: Grades TK-5, Eureka Math, published by Great Minds. Board Adopted 2016. Grades 6-8, Eureka Math2, Board Adopted 2023	0
Science	The following are from the most recent adoption: Grades TK-8 - FOSS, Board Adopted 2020	0
History-Social Science	The following are from the most recent adoption: Grades K-5- Impact, Board Adopted 2019 Grade 6-8 Teachers Curriculum Institute (TCI), World History and US History, Board Adopted 2019	0
Foreign Language	N/A	0
Health	?N/A?	0
Visual and Performing Arts	?N/A?	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements (School Year 2024-25)

Recent Repairs:
New roofs for the middle school, main office, library, and TK-K wing
Replaced the flooring in the multipurpose room
Trees trimmed to eliminate hazards (campus wide)
Pest abatement of several areas on campus
Fire alarms inspected, reviewed, and repaired (campus wide)
Fire sprinkler system was inspected and repaired (campus wide)
Addition of horizontal fencing along the south side of campus
Lunch picnic tables were all refinished
Auditorium was updated with new flooring, paneling, painting, and wiring
HVAC filter and thermostats were replaced and updated
Additional outdoor security cameras deployed

Planned Maintenance:
Installation of solar panels and three EV charging stations
Drainage and flooding issues continue to be addressed
Mold assessment will continue annually
Drinking fountains to be replaced (campus wide)
Locker rooms to be modernized
Roof on multipurpose room to be repaired/replaced
Roof on intermediate wing to be repaired/replaced
Roof on elementary wing to be repaired/replaced
HVAC unit replacement on multipurpose room with air-conditioning for the kitchen
Painting of exterior of campus buildings
Addition of TK-K restrooms
Painting of interior of multipurpose room

Technology Upgrades:
New Chromebooks purchased for students

Planned Technology upgrades:
New Chromebooks purchased for students (rotating basis as old ones reach end of life)
Purchase of additional outdoor security cameras

IDF inspections - batteries/switches replaced as needed

Inspections:
Compliant on all inspections of buildings and safety equipment.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	some roof repairs needed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating	Exemplary

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
     2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
     3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)					46%	
Mathematics (grades 3-8 and 11)					34%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

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

Note: ELA test results include the Smarter Balanced Summative Assessments 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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

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

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)					30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group
Grades Five, Eight and High School (School Year 2023–24)

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

Opportunities for Parental Involvement (School Year 2024–25)

Parent involvement and participation is highly valued at Forestville School and Academy. During a normal, in person school year 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. We have worked to make some of these events happen this year in a modified fashion and parents, caregivers, and community members have been able to participate in a limited way. 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)/School Site Council (SSC), District English Language Advisory Committee (DELAC), Budget Advisory Committee, etc. Parents are encouraged to participate in monthly Board meetings, Foundation meetings, and all other school events and activities. 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: Amy DeWitt, 707-887-2279.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	64	61	16	26.2%
Female	24	23	9	39.1%
Male	40	38	7	18.4%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	20	18	5	27.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	30	29	9	31.0%
English Learners	15	14	3	21.4%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	28	26	4	15.4%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Rate	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	0.00%	1.79%	0.00%	4.38%	1.72%	8.82%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	expulsion rate
All Students	0%	0%
Female	0%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

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. Safety protocols were reviewed and approved by the Forestville Fire Chief and the Sonoma County Sheriffs office. The EOP was developed along with Redwood Empire Schools Insurance Group (RESIG) and can be viewed at anytime in the District Office.

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, bullying, and any other behavior that would impact students' mental health. Through an increased emphasis on reporting all incidents, either directly to teachers, adult supervisors, or school staff, verbally or in writing, anonymously posting a note of concern to the school "Suggestion Box", we continue to adhere to our school and district policy of immediately addressing all instances of teasing and bullying, whether on or off campus or on social media. The district has also implemented a Social Emotional Learning curriculum, Leader in Me, where all students in grades Tk-8 learn about the 7 Habits of Highly Effective people and work through activities and discussions to support exploring and implementing those habits. This program supports children in understanding and managing their own emotional, social and academic success. It brings forward a set of skills and practices that help students access their own inner resilience, leadership, and organization at any time, in any context. Students learn how to cope with daily challenges and difficult situations. The Habits are also announced daily in the campus announcements and reinforced with signs and student work throughout classrooms and campus.

When we are able due to the pandemic, the district and school also address issues of bullying and providing digital citizenship education to students by increasing awareness through school-wide professional and BEST (Building Effective Schools Together) assemblies, classroom discussions, meetings, and activities, and yearly completion of the YouthTruth Survey in grades three through eighth grades. We continue to expand and refine the BEST program, with a strong emphasis on recognizing, rewarding, and publicly celebrating positive student behavior choices and interactions made in the classroom and around campus.

A school counselor and/or the school psychologist are available to assist students, parents, staff, and administration in addressing and resolving mental health and peer conflicts. Student Study Team meetings are held on and off throughout the year that also address any student behavior issues or concerns.

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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	9.00	3		
1	10.00	2		
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	16.00	2	0	0
1	23.00	0	1	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	9.00	3		
1	18.00	1		
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	0

* 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.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	1.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

| Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11537.00	$1052.00	$10485.00	$59592.00
District	N/A	N/A	$13046.00	$85033.00
Percent Difference – School Site and District	N/A	N/A	-21.80%	-35.20%
State	N/A	N/A	$10770.62	$79413.00
Percent Difference – School Site and State	N/A	N/A	-2.70%	-28.50%

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

**Types of Services Funded (Fiscal Year 2023–24)**

Forestville School is proud to offer a variety of services to meet the needs of all of our students. A few of the services funded include a resource specialist, targeted intervention support/reading and math specialist, Experience Corps reading tutoring, a K-8 comprehensive art curriculum, an award winning drama program, movement and music instruction, 1:1 technology for all students, teacher-led after-school activities (sports, music, tutoring), weekly library time, counseling, nursing, speech and language therapy, a bilingual para educator and paraprofessionals for student support. We also support an independent, fee-based, extended school day.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$62866.00	$51351.73
Mid-Range Teacher Salary	$81082.00	$80424.47
Highest Teacher Salary	$98752.00	$103442.06
Average Principal Salary (Elementary)	$134487.00	$124851.67
Average Principal Salary (Middle)	$0.00	$135030.13
Average Principal Salary (High)	$0.00	--
Superintendent Salary	$159212.00	$145236.53
Percent of Budget for Teacher Salaries	24.34%	26.17%
Percent of Budget for Administrative Salaries	8.97%	6.29%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.
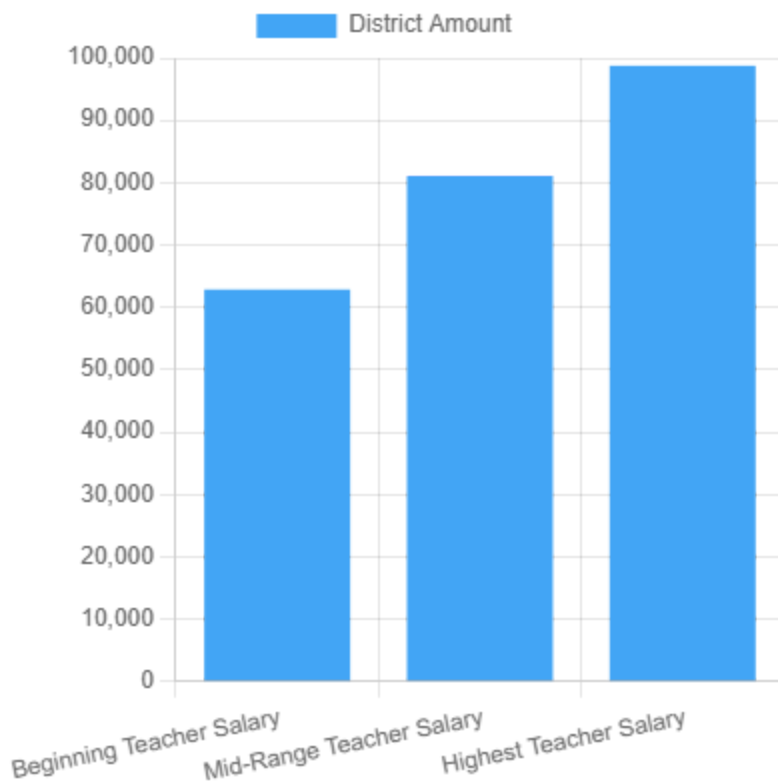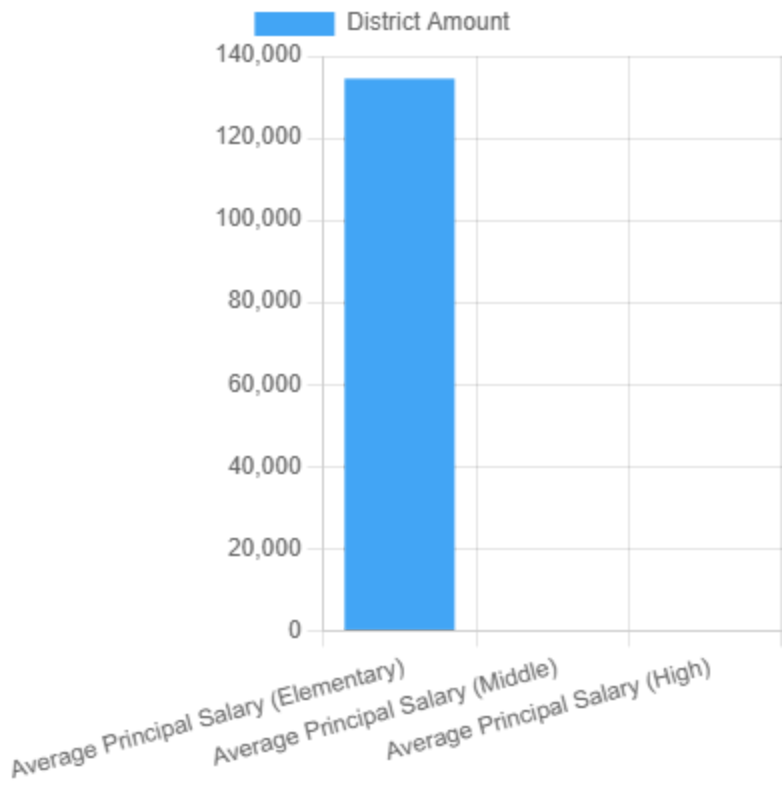
Professional Development

The Forestville Board of Education supports the continued education of all staff members. Teachers work collaboratively to analyze summative and formative data in order to improve instructional strategies, develop pacing guides, plan lesson units and assessments while focusing on the California Common Core Standards. They currently are developing a deeper understanding of mathematical concepts through coaching and peer instruction. The areas of focus for staff development were selected by analyzing our overall student achievement data from the California Dashboard and by getting feedback/input from teachers regarding the overall needs in their classrooms and school campus climate.

Teachers continue to build their instructional techniques and strategies, as well as subject knowledge through participation in a variety of workshops and trainings offered through the county office of education, online opportunities, and local state university classes. Additionally, teachers attend all staff meetings where professional development is also delivered throughout the year.

Teachers will receive professional development to fully implement California's Next Generation Science Standards (FOSS), trauma informed practices (CPI - Crisis Prevention Institute "Verbal Intervention" and "Nonviolent Crisis Intervention" trainings as well as restorative practices in partnership with Community Matters) and social-emotional lessons and programs, including but not limited to, Safe School Ambassadors for all middle school staff.

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	5	3	40