

Pine Grove Elementary STEM Magnet

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/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](#) 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.

Amanda Avila, Principal

Principal, Pine Grove Elementary STEM Magnet

About Our School

Contact

*Pine Grove Elementary STEM Magnet
20101 State Highway 88
Jackson, CA 95642-2020*

*Phone: 209-296-2800
E-mail: aavila@amadorcoe.k12.ca.us*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Amador County Unified
Phone Number	(209) 223-1750
Superintendent	Amy Slavensky
E-mail Address	aslavensky@amadorcoe.k12.ca.us
Web Site	http://www.amadorcoe.org

School Contact Information (School Year 2017-18)	
School Name	Pine Grove Elementary STEM Magnet
Street	20101 State Highway 88
City, State, Zip	Jackson, Ca, 95642-2020
Phone Number	209-296-2800
Principal	Amanda Avila, Principal
E-mail Address	aavila@amadorcoe.k12.ca.us
County-District-School (CDS) Code	03739816002844

Last updated: 1/12/2018

School Description and Mission Statement (School Year 2017-18)

Pine Grove Elementary School is committed to advancing the abilities of all students by providing broad educational experiences. We encourage "personal best" with positive attitudes reflecting strong character both, at school and within the community.

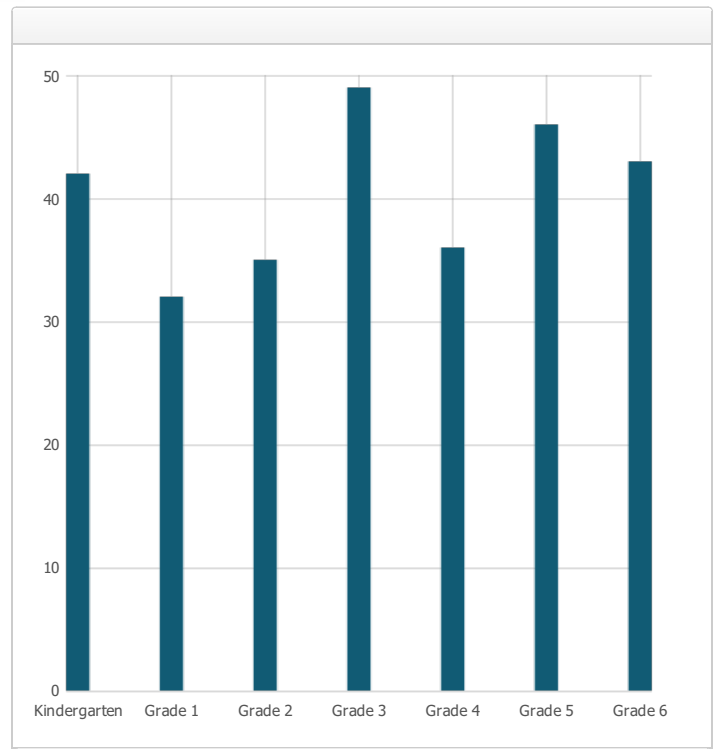
As a STEM Magnet School, we are dedicated to the advancement of STEM curriculum, exploration of STEM career possibilities for our students, as well as instruction that centers on students engaged in STEM.

We are a uniquely small school nestled among the tall pine and fir trees about 10 miles east of Jackson on Highway 88 in Amador County, California. We house approximately 275 Kindergarten through 6th grade students on five acres of land.

Last updated: 1/12/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	42
Grade 1	32
Grade 2	35
Grade 3	49
Grade 4	36
Grade 5	46
Grade 6	43
Total Enrollment	283



Last updated: 1/16/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.1 %
American Indian or Alaska Native	2.5 %
Asian	1.8 %
Filipino	0.7 %
Hispanic or Latino	13.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	74.6 %
Two or More Races	5.7 %
Other	0.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	40.3 %
English Learners	0.7 %
Students with Disabilities	10.2 %
Foster Youth	1.8 %

Last updated: 1/16/2018

A. Conditions of Learning

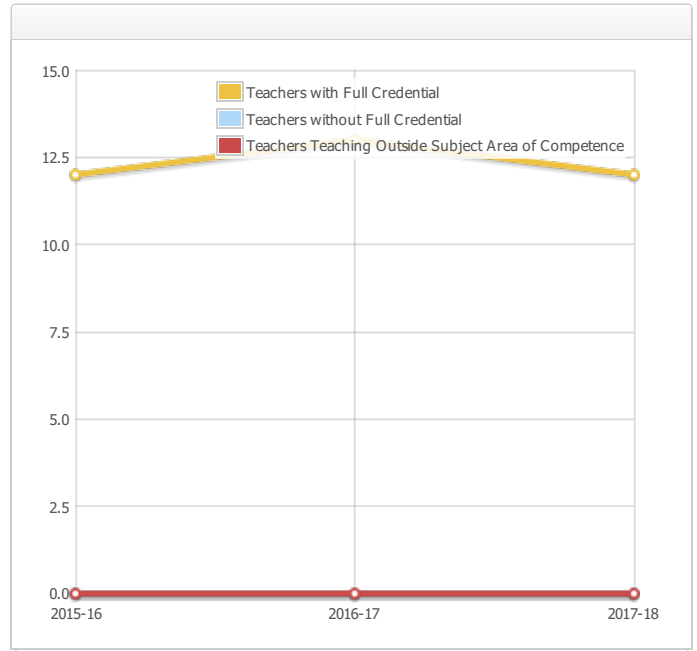
State Priority: Basic

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 Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	12	13	12	171
Without Full Credential	0	0	0	6
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6



Last updated: 1/16/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Last updated: 1/13/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced: Benchmark Education	Yes	0.0 %
Mathematics	McGraw Hill: My Math	Yes	0.0 %
Science	MacMillan/McGraw Hill: California Science	Yes	0.0 %
History-Social Science	Harcourt: Reflections (Grades K-5)	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/12/2018

School Facility Conditions and Planned Improvements

Pine Grove Elementary School's buildings and 18 classrooms are cleaned and maintained on a regular basis by the school's custodians and the district maintenance department. The custodians and Principal walk through the restrooms during the day to assure that they are sanitary and in proper working condition. The principal walks the site daily to look for hazards and, if found, they are addressed immediately.

Last updated: 1/12/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	Outside of cafeteria, boys light fixture missing
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2017

Overall Rating	Good
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Last updated: 1/12/2018

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. 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); 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	38%	43%	42%	46%	48%	48%
Mathematics (grades 3-8 and 11)	31%	33%	28%	32%	36%	37%

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.

Last updated: 1/12/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	179	175	97.77%	43.43%
Male	96	93	96.88%	38.71%
Female	83	82	98.80%	48.78%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	27	26	96.30%	34.62%
Native Hawaiian or Pacific Islander				
White	133	130	97.74%	45.38%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	77	75	97.40%	29.33%
English Learners	--	--	--	
Students with Disabilities	23	22	95.65%	18.18%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Last updated: 1/12/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	179	174	97.21%	33.33%
Male	96	93	96.88%	35.48%
Female	83	81	97.59%	30.86%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	27	26	96.30%	23.08%
Native Hawaiian or Pacific Islander				
White	133	129	96.99%	35.66%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	77	74	96.10%	21.62%
English Learners	--	--	--	
Students with Disabilities	23	22	95.65%	18.18%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Last updated: 1/12/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	58.0%	56.0%	61.0%	58.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/12/2018

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

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	--	--	--
9	--	--	--

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.

Last updated: 1/12/2018

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 for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement is encouraged and welcomed. Our parent association (WAFKA) and School Site Council are active in supporting the instructional needs of our school. Our success is based on the participation and support of our parents, students, staff and community. Our dedicated parent organization (WAFKA) is actively involved in the health, safety and welfare of all our students, plus they offer a variety of events, programs and activities throughout the school year that encourage parents to become actively involved in their child's school and education. They sponsor student field trips and assemblies for all grade levels, Red Ribbon week, Family Art Nights, book fairs and school events as well as quarterly achievement award assemblies.

Similarly, our School Site Council (SSC) plays an integral part of the forward focus of Pine Grove Elementary by approving annual budgets, revising site level school improvement, and school safety plans and provides guidance for school wide programs.

Essentially, at Pine Grove Elementary the supportive staff, concerned parents and involved community member's work together to ensure student growth toward excellence.

State Priority: Pupil Engagement

Last updated: 1/12/2018

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

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

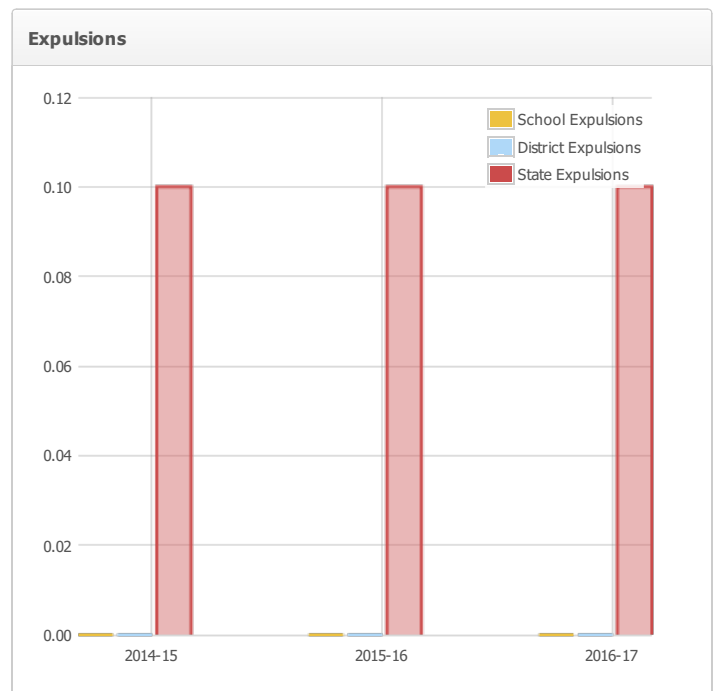
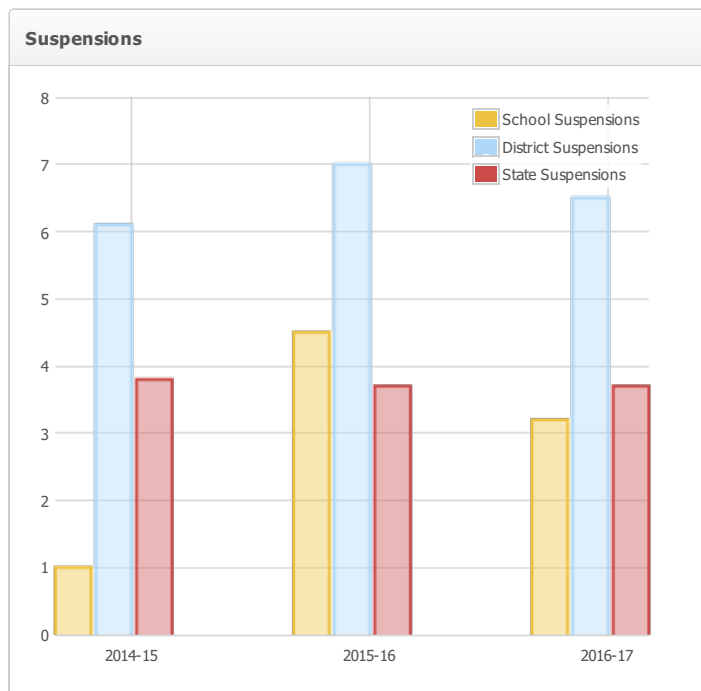
State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.0%	4.5%	3.2%	6.1%	7.0%	6.5%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/12/2018

School Safety Plan (School Year 2017-18)

We require visitors to sign in at the office and wear a visitor's badge while on campus. We supervise students before school, during recesses and after school. Teachers and instructional aides monitor the campus during regular school hours. We revise our Safety Plan every August, just before the beginning of the school year. The key elements of our Safety Plan are the explanation of the Standardized Emergency Management System responsibilities and the procedures for fire, earthquakes and windstorms. All staff receives refresher training at the beginning of each school year, and safety is always discussed at every staff meeting. As required by law, our school conducts a fire drill every month, an earthquake drill every quarter and some type of disaster drill at least once per year.

Last updated: 1/12/2018

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 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7%

Last updated: 1/12/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28.0	0	1	0	26.0	0	1	0	21.0	1	1	0
1	19.0	1	1	0	15.0	2	0	0	23.0	0	1	0
2	17.0	2	0	0	22.0	1	1	0	22.0	0	2	0
3	22.0	0	2	0	17.0	2	0	0	25.0	0	2	0
4	20.0	1	1	0	24.0	0	2	0	24.0	0	1	0
5	21.0	0	1	0	25.0	0	1	0	24.0	0	2	0
6	25.0	0	2	0	23.0	0	2	0	27.0	0	2	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/12/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.3	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.6	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.2	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.

Last updated: 1/12/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5437.5	\$456.3	\$4981.2	\$76628.0
District	N/A	N/A	\$0.0	\$66716.0
Percent Difference – School Site and District	N/A	N/A	200.0%	13.8%
State	N/A	N/A	\$6574.0	\$69649.0
Percent Difference – School Site and State	N/A	N/A	-27.6%	9.5%

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

Last updated: 1/17/2018

Types of Services Funded (Fiscal Year 2016-17)

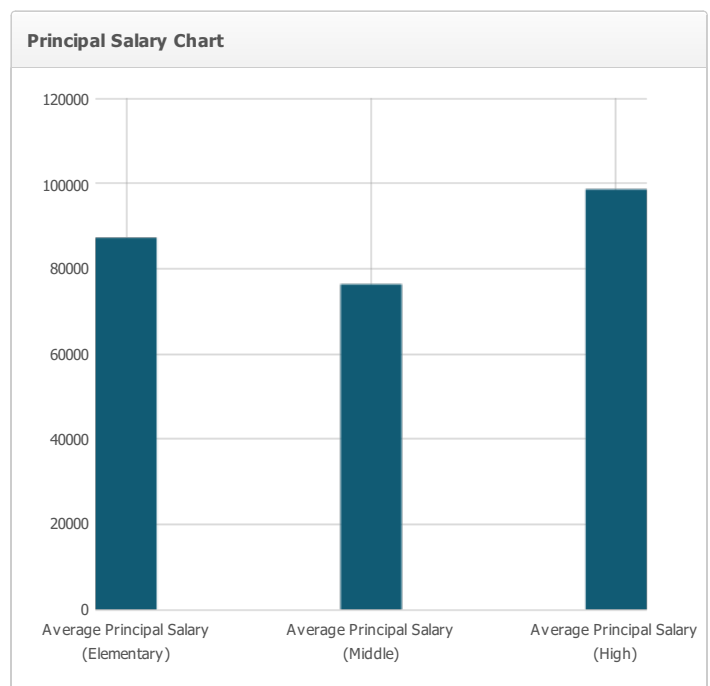
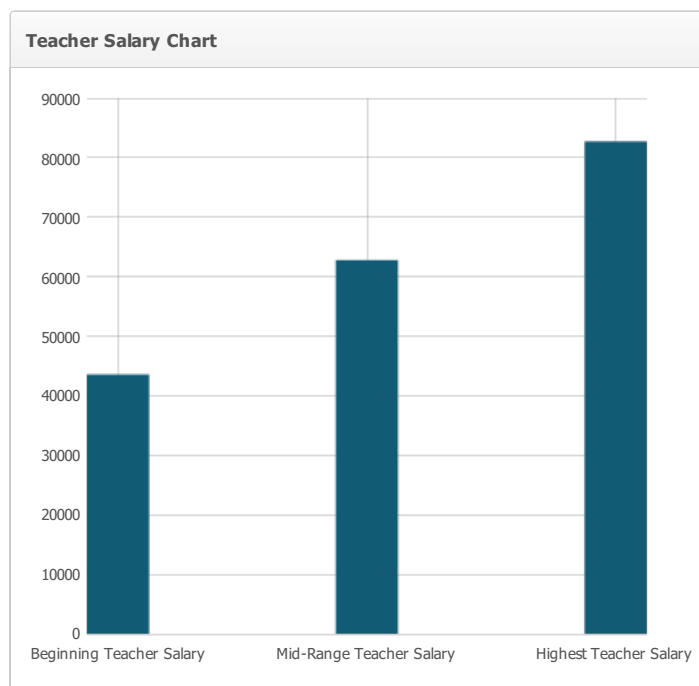
We are working with the LCAP process to increase our programs. Currently we offer a broad array of support and intervention services. We offer a rich STEM program and support in both math and English Language Arts.

Last updated: 1/12/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,569	\$44,144
Mid-Range Teacher Salary	\$62,791	\$69,119
Highest Teacher Salary	\$82,712	\$86,005
Average Principal Salary (Elementary)	\$87,252	\$106,785
Average Principal Salary (Middle)	\$76,319	\$111,569
Average Principal Salary (High)	\$98,603	\$121,395
Superintendent Salary	\$144,077	\$178,104
Percent of Budget for Teacher Salaries	32.0%	34.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/12/2018

Professional Development

16/17: 4.5 days

15/16 4.5 days

14/15 4.5 days

In the 16/17 school year, we had a total of 4.5 days in the Amador County Schools calendar set aside for professional development and continuous professional growth. The areas of focus for these 4.5 days were selected using student achievement data, teacher surveys, needs determined by our Single Plans for Student Achievement, the new Common Core Standards, our instructional leadership team feedback, and implementation strategies thereof, as well as results from Response to Intervention classwork.

Professional development is delivered via after school workshops, summer institutes, release days and conference attendance – along with individual teacher mentoring. Teachers are supported through these processes with in-class coaching, teacher/principal coaching and discussions with focus on our project-based minimum days. Our district has a current focus on math, NGSS, literacy, and using high-leverage strategies.

Last updated: 1/12/2018