

Pine Grove Elementary STEM Magnet

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 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).

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

Amanda Avila, Principal

Principal
Pine Grove Elementary STEM Magnet

20101 State Highway 88
Jackson, CA 95642-2020
Phone: 209-296-2800
E-mail: aavila@acusd.org

Contact

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20101 State Highway 88
Jackson, CA 95642-2020*

*Phone: 209-296-2800
E-mail: aavila@acusd.org*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Amador County Unified
Phone Number	(209) 223-1750
Superintendent	Amy Slavensky
E-mail Address	aslavensky@acUSD.org
Web Site	http://www.amadorcoe.org

School Contact Information (School Year 2018—19)	
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@acUSD.org
Web Site	https://pinegroveel.amadorcoe.org/
County-District-School (CDS) Code	03739816002844

Last updated: 1/10/2019

School Description and Mission Statement (School Year 2018—19)

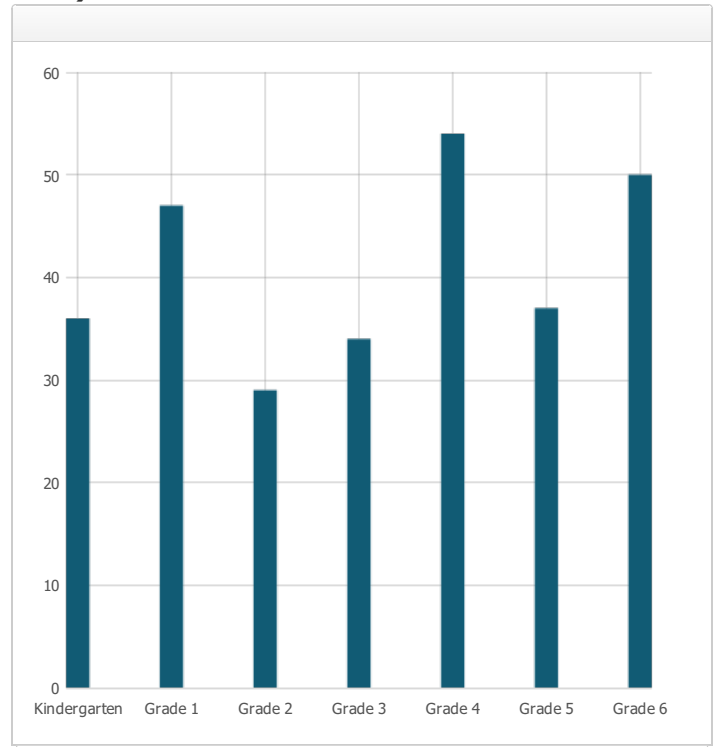
Pine Grove STEM School is committed to advancing the abilities of all students by providing broad educational experiences. We encourage "personal best" with positive attitudes reflecting strong character both, at school and within the community. As a STEM Magnet School, we are dedicated to the advancement of STEM curriculum, and exploration of STEM career possibilities for our students. 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 285 Transitional Kindergarten through 6th-grade students on five acres of land.

Pine Grove STEM School houses an exceptionally professional and veteran staff of highly qualified teachers, numerous paraprofessionals, maintenance, a variety of support providers and a principal. Our teachers and staff are dedicated to ensuring the academic success of every student, providing a safe and productive learning experience and to provide all students with meaningful and rigorous instruction within a nurturing, child-centered learning environment. In addition to our core curriculum, Pine Grove STEM School provides a wide variety of services to our students including Project Lead the Way STEM /PBL curriculum, Nature Bowl, access to drama, music, and art, after-school sports, UC Davis Robotic competitions, as well as Odyssey of the Mind. These enrichment activities at Pine Grove are designed to encourage and assist students in reaching their full academic potential while helping them to develop the character needed to be a positive contributing citizen of the global community.

Last updated: 1/10/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	36
Grade 1	47
Grade 2	29
Grade 3	34
Grade 4	54
Grade 5	37
Grade 6	50
Total Enrollment	287



Last updated: 1/10/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	0.7 %
American Indian or Alaska Native	2.8 %
Asian	0.7 %
Filipino	0.7 %
Hispanic or Latino	17.1 %
Native Hawaiian or Pacific Islander	%
White	71.4 %
Two or More Races	5.9 %
Other	0.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	42.2 %
English Learners	1.4 %
Students with Disabilities	11.8 %
Foster Youth	0.3 %

A. Conditions of Learning

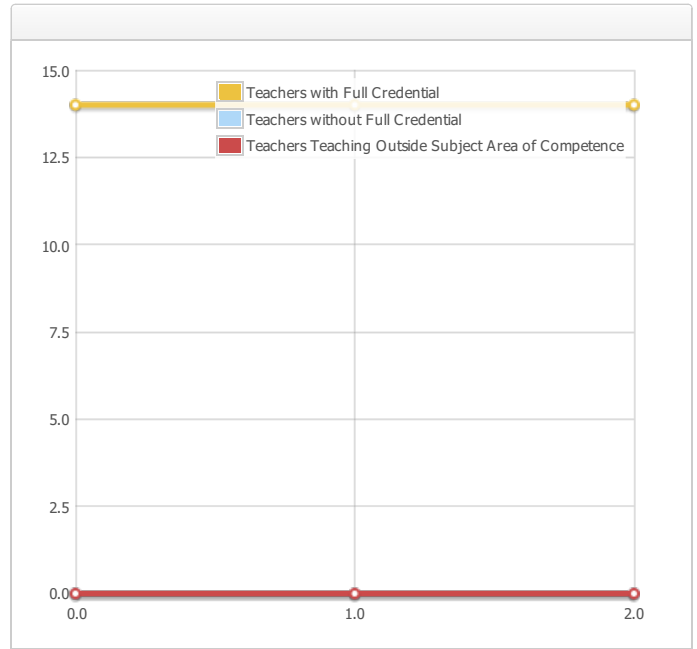
State Priority: Basic

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	14	14	14	170
Without Full Credential	0	0	0	12
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2



Last updated: 1/11/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/10/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 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	No	0.0 %
History-Social Science	Harcourt: Reflections (Grades K-5)	No	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: 1/16/2019

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: 1/16/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

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	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating	Exemplary
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Last updated: 1/16/2019

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	43.0%	48.0%	46.0%	45.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	33.0%	35.0%	32.0%	29.0%	37.0%	38.0%

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.

Note: ELA and 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.

Last updated: 1/10/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	173	170	98.27%	48.24%
Male	89	86	96.63%	46.51%
Female	84	84	100.00%	50.00%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	29	28	96.55%	35.71%
Native Hawaiian or Pacific Islander				
White	121	120	99.17%	50.83%
Two or More Races	14	13	92.86%	61.54%
Socioeconomically Disadvantaged	81	79	97.53%	35.44%
English Learners	--	--	--	
Students with Disabilities	22	21	95.45%	33.33%
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: 1/10/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	173	170	98.27%	35.29%
Male	89	86	96.63%	39.53%
Female	84	84	100.00%	30.95%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	29	28	96.55%	39.29%
Native Hawaiian or Pacific Islander				
White	121	120	99.17%	35.00%
Two or More Races	14	13	92.86%	38.46%
Socioeconomically Disadvantaged	81	79	97.53%	20.25%
English Learners	--	--	--	
Students with Disabilities	22	21	95.45%	14.29%
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: 1/10/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

Last updated: 1/10/2019

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 2017–18)

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
5	13.5%	24.3%	27.0%

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: 1/10/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

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 encourages 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 schoolwide 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

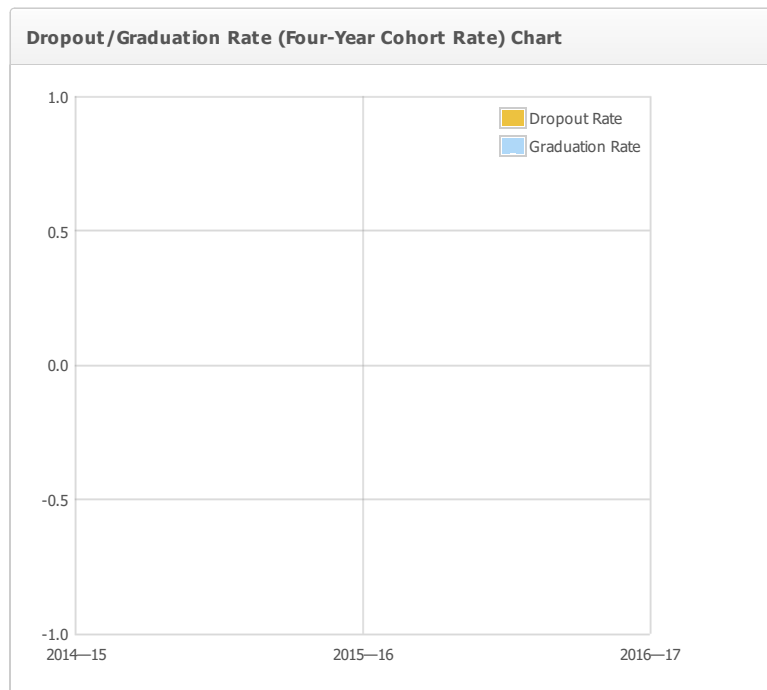
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	8.9%	10.3%	10.7%	9.7%
Graduation Rate	--	--	90.5%	89.7%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	9.1%	9.1%
Graduation Rate	--	87.9%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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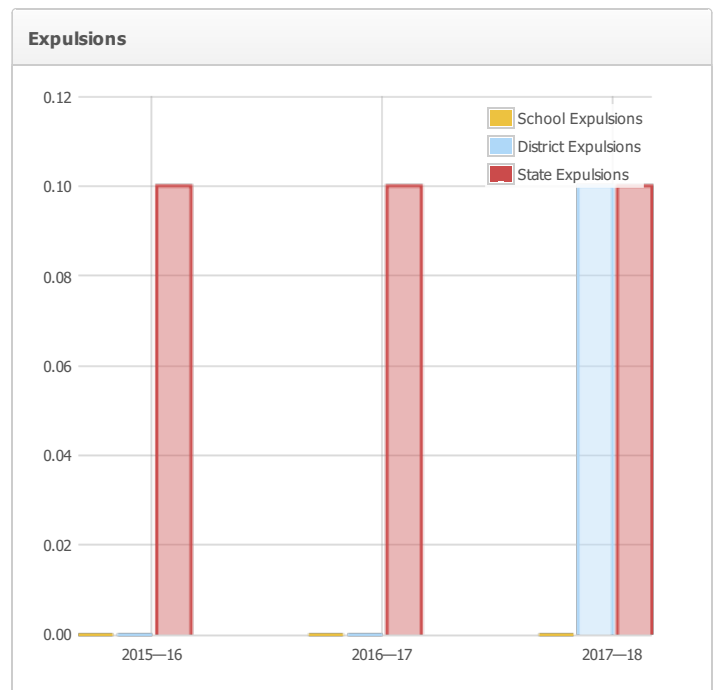
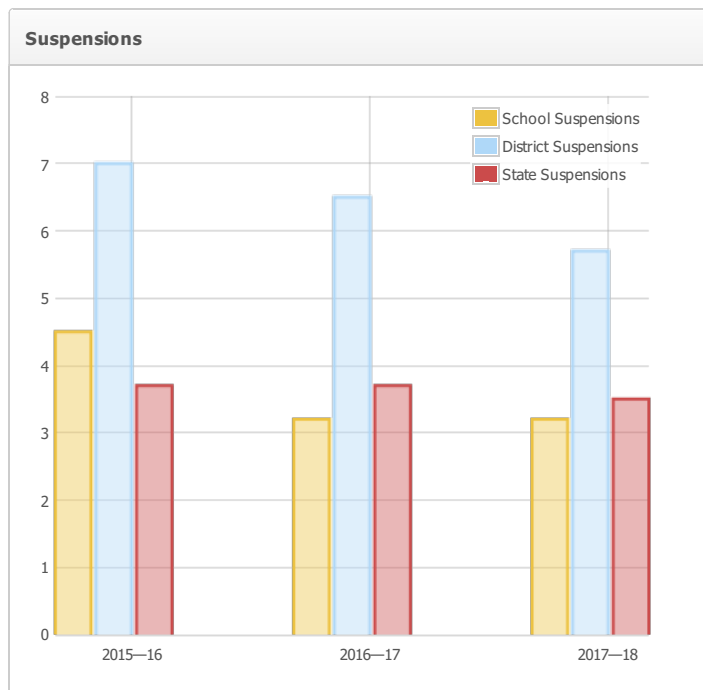
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	4.5%	3.2%	3.2%	7.0%	6.5%	5.7%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/10/2019

School Safety Plan (School Year 2018—19)

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: 1/10/2019

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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.0		1	
1	15.0	2		
2	22.0	1	1	
3	17.0	2		
4	24.0		2	
5	25.0		1	
6	23.0		2	
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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	1	
1	23.0		1	
2	22.0		2	
3	25.0		2	
4	24.0		1	
5	24.0		2	
6	27.0		2	
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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		2	
1				
2	24.0		1	
3	33.0		2	1
4	27.0		2	
5	29.0		1	
6	29.0		2	
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.

Last updated: 1/10/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

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: 1/11/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5943.2	\$494.0	\$5449.3	\$71670.7
District	N/A	N/A	\$4505.0	\$69005.0
Percent Difference – School Site and District	N/A	N/A	0.2%	0.0%
State	N/A	N/A	\$6574.0	\$71392.0
Percent Difference – School Site and State	N/A	N/A	-0.2%	0.0%

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

Last updated: 1/11/2019

Types of Services Funded (Fiscal Year 2017—18)

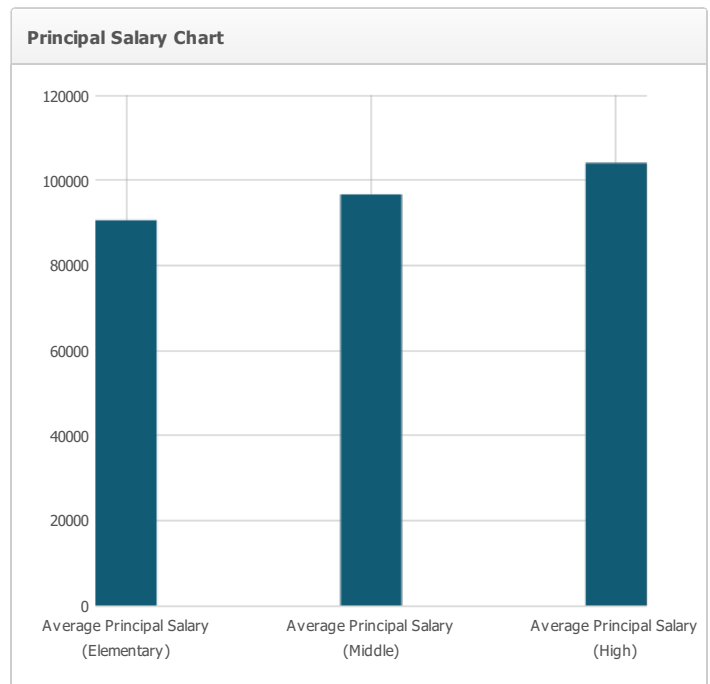
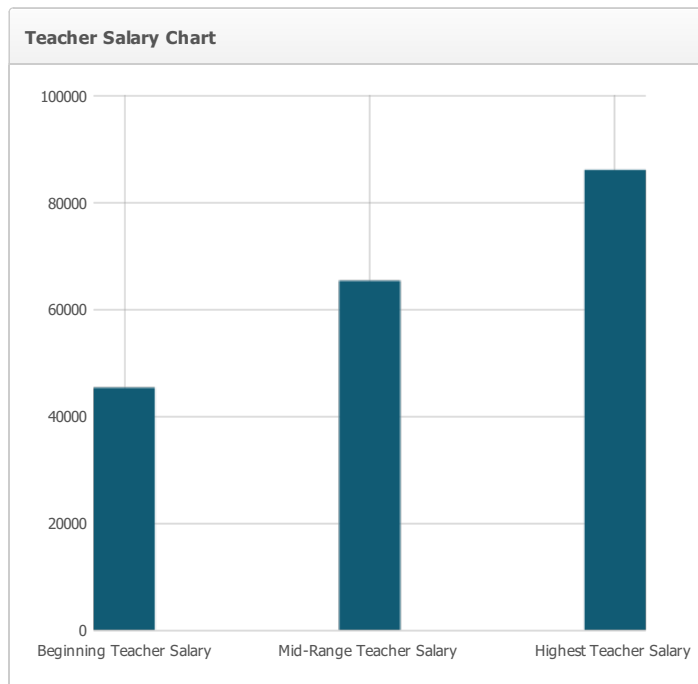
We are working with the LCAP process to increase our programs. Currently, we offer a broad array of support and intervention services. We offer a rich STEM program and support in both math and English Language Arts.

Last updated: 1/10/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,312	\$45,681
Mid-Range Teacher Salary	\$65,303	\$70,601
Highest Teacher Salary	\$86,020	\$89,337
Average Principal Salary (Elementary)	\$90,581	\$110,053
Average Principal Salary (Middle)	\$96,661	\$115,224
Average Principal Salary (High)	\$104,062	\$124,876
Superintendent Salary	\$160,000	\$182,466
Percent of Budget for Teacher Salaries	32.0%	33.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 1/10/2019

Professional Development

In the 17/18 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 a focus on our project-based minimum days. Our district has a current focus on math, NGSS, literacy, and using high-leverage strategies.

Last updated: 1/16/2019