

Pine Grove Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Pine Grove Elementary School
Street	900 Pine Grove Road
City, State, Zip	Crescent City, CA 95531
Phone Number	707-464-0350
Principal	Billy Hartwick
E-mail Address	bhartwick@delnorte.k12.ca.us
Web Site	https://sites.google.com/a/delnorte.k12.ca.us/pinegrove
CDS Code	08-61820-6005433

District Contact Information	
District Name	Del Norte County Unified School District
Phone Number	707-464-6141
Superintendent	Jeff Harris
E-mail Address	jharris@delnorte.k12.ca.us
Web Site	www.delnorte.k12.ca.us

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

Welcome to Pine Grove Elementary School, home of the Panthers. Our mission is to provide the knowledge and interpersonal skills to children in a caring and consistent manner. Student success is truly a partnership between the school and our children's families. We welcome you to be in touch and be a part of our Pine Grove Family.

Pine Grove Elementary School is a small Preschool-Grade 5 school with approximately 360 students. We have AM and PM sessions for Preschool and full-day Kindergarten and T-K. We believe in providing all children with the skills they need for a successful future. We have a free after-school program (Kids First) that runs from dismissal to 6:00 daily.

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

Grade Level	Number of Students
Kindergarten	77
Grade 1	58
Grade 2	45
Grade 3	50
Grade 4	46
Grade 5	51
Total Enrollment	327

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	7.3
Asian	2.8
Filipino	1.5
Hispanic or Latino	30.3
Native Hawaiian or Pacific Islander	0
White	51.7
Two or More Races	5.8
Socioeconomically Disadvantaged	75.8
English Learners	14.4
Students with Disabilities	9.2
Foster Youth	1.5

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	13	13	13	173
Without Full Credential	0	0	1	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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.

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

Year and month in which data were collected: October, 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	TK-2 - McGraw-Hill - Wonders 3-5 - National Geographic - Cengage 6-8 - McGraw-Hill - StudySync All adopted Spring 2017	Yes	0
Mathematics	K-2 - McGraw-Hill - Everyday Math - Adopted 2016 3-5 - McGraw-Hill - My Math - Adopted May 2015	Yes	0
Science	MacMillan/McGraw Hill – Adopted 2007 Glencoe/McGraw Hill – Adopted 2007	Yes	0
History-Social Science	Pearson/Scott Foresman – Adopted 2006 Pearson/Prentice Hall – Adopted 2006 TCI (as supplemental)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

On, August 29, 2017, This School was inspected and evaluated by the CSI General Manager, using the Interim Evaluation Instrument developed by the Office of Public School Construction. All areas were in good repair, with the exceptions noted below. Repairs will be made to ensure a safe environment for students, staff and community members at Pine Grove School.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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 overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 29, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Repairs to be made as needed for safety.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical: Electrical			X	Repairs to be made as needed for safety.
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		Repairs to be made as needed for safety.
Safety: Fire Safety, Hazardous Materials		X		Repairs to be made as needed for safety.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 29, 2017				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	30	38	35	33	48	48
Mathematics (grades 3-8 and 11)	27	27	23	24	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.

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	140	136	97.14	37.5
Male	66	62	93.94	33.87
Female	74	74	100	40.54
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39	39	100	33.33
White	70	67	95.71	37.31
Two or More Races	13	13	100	46.15
Socioeconomically Disadvantaged	102	99	97.06	25.25
English Learners	17	17	100	11.76
Students with Disabilities	--	--	--	--

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.

**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	140	136	97.14	27.21
Male	66	62	93.94	27.42
Female	74	74	100	27.03
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39	39	100	20.51
White	70	67	95.71	29.85
Two or More Races	13	13	100	38.46
Socioeconomically Disadvantaged	102	99	97.06	18.18
English Learners	17	17	100	5.88
Students with Disabilities	--	--	--	--

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.

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

Subject	Percent 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)	37	24	49	46	60	56

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.

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 areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17	10.6	8.5

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the 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)

Some of our Parent Involvement Opportunities are:

- Back to School Night
- Spring Reading Picnic
- Moving Up Celebration
- Movie Nights
- Family Lunches monthly
- School Site Council
- English Learners Advisory Committee
- Parent Teacher Organization (which sponsors many events)

Parents may contact the office at 707-464-0350 for more Parent Involvement Opportunities.

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	2.66	1.47	1.39	6.62	6.38	8.43	3.79	3.65	3.65
Expulsions	0	0	0	0	0	0	0.09	0.09	0.09

School Safety Plan (School Year 2017-18)

Our staff protocol in any emergency is 1. Keep the kids safe and 2. Call the office. The details of what to do in a specific type of emergency are outlined in our safety handbooks. This includes a description of emergency notification bells, map of the school and evacuation routes, Crisis Response Team assignments and buddy classrooms. The types of emergencies covered include bomb threat, lock down, threat of tsunami, flood, earthquake, severe weather (shelter in place), gunman on/near campus (lock down), fire, off campus evacuation and emergency dismissal (on or off campus). The plan and emergency handbooks are updated each fall and reviewed with faculty, School Site Council, and presented to family members in January.

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	7
Percent of Schools Currently in Program Improvement	N/A	63.6

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		2		23		3		19	3	1	
1	24		2		18	2			19	3		
2	25		1		25		2		23		2	
3	24		2		25		2		25		2	
4	28		1	1	31		1		32		1	
5	37			1	31		2		33		1	1

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.33	N/A
Social Worker		N/A
Nurse	.09	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	.5	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,600	\$2,815	\$8,785	\$69,119
District	N/A	N/A	\$8,355	\$64,793
Percent Difference: School Site and District	N/A	N/A	5.1	-2.2
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	23.0	-8.7

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

Types of Services Funded (Fiscal Year 2016-17)

We support our students' intervention learning needs by providing the following programs: part-time Resource program (special Ed) teacher, SIPPS reading instruction in primary classes, intervention services in our Kids First after school program (homework help and re-teaching). Half time PE teachers for intervention and enrichment

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,850	\$44,144
Mid-Range Teacher Salary	\$64,986	\$69,119
Highest Teacher Salary	\$79,706	\$86,005
Average Principal Salary (Elementary)	\$94,172	\$106,785
Average Principal Salary (Middle)	\$101,860	\$111,569
Average Principal Salary (High)	\$116,004	\$121,395
Superintendent Salary	\$152,069	\$178,104
Percent of Budget for Teacher Salaries	32%	34%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Pine Grove is a PLC (Professional Learning Community) school. We meet with the teachers from all schools in the District on a regular basis to review student achievement, plan lessons, and plan intervention or enrichment. This process is lead by our grade level leads. We have also participated in training for SIPPS (reading program) and Making Meaning (reading comprehension). We are working with a trainer to implement PBIS (positive behavior interventions and supports).

The district data coaches have provided training on best practices, including setting objectives and providing feedback. Teachers are also encouraged to visit programs in other classrooms.