

Pine Grove Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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/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).

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

School Contact Information (School Year 2019-20)

Entity	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	Deborah Reynolds
Email Address	dreynolds@dnusd.org
Website	http://pgelementary.org/
County-District-School (CDS) Code	08-61820-6005433

Entity	Contact Information
District Name	Del Norte County Unified School District
Phone Number	707-464-6141
Superintendent	Jeff Harris
Email Address	jharris@dnusd.org
Website	www.dnusd.org

School Description and Mission Statement (School Year 2019-20)

Welcome to Pine Grove Elementary School, Home of the Panthers. Our vision and mission is to "inspire all students to attain their full creative and academic potential by recognizing, valuing, and developing each student's strengths and talents." We strive to meet the needs of all students with rigorous and relevant learning opportunities while providing a positive and inviting school climate for students and families. Teachers work collaboratively in Professional Learning Communities to analysis data and plan lessons based on identified targeted growth needs. Our goal is for students to become academically, socially and emotionally prepared for the next level of their learning as 21st Century citizens.

Description:

Pine Grove is located in Del Norte County, the most northern county in California. We are one of eight elementary schools. We are surrounded primarily by single family homes, three mobile home parks and a very large low income apartment complex. Most either students ride the bus to school daily or their parents transport them, very few students walk or ride their bikes to school. Pine Grove's current enrollment is 322 students in grades Transitional Kindergarten through fifth grade. This year we have 15 classroom teachers, a school counselor on site three days a week, and a part-time credentialed physical education teacher. Pine Grove also houses a preschool program and a Head Start program each serving students ages 3-5 years old and both offering an am and pm session. Our After School program provides approximately 90 students daily with academic support, enrichment activities and a meal.

Our goals for this year include increasing student achievement while closing the achievement gap between our English only students and students within our targeted subgroups, improving school climate, increasing student attendance and providing more opportunities for family engagement. Our Professional Learning Community collaboration time is focused on improving teaching practices in reading, writing and mathematics through the use of BeGlad strategies, Step-Up to Writing, guided reading instruction, MTSS implementation, and Kim Sutton math strategies. We use a variety of assessments including California State Summative Assessment, Interim Benchmark assessments, Aimsweb assessments, district writing assessments and a variety of teacher designed assessments to identify targeted lesson goals. Teachers are able to provide small group intervention instruction daily when their other students are either participating in PE or in the computer class. Technology is integrated throughout academic instruction across CORE subjects to better prepare students, enrich their learning opportunities, promote digital citizenship and provide individualized targeted practice to meet the variety of educational needs.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	81
Grade 1	43
Grade 2	45
Grade 3	61
Grade 4	38
Grade 5	42
Total Enrollment	310

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	7.4
Asian	4.8
Filipino	0.3
Hispanic or Latino	29.7
White	47.4
Two or More Races	10
Socioeconomically Disadvantaged	81
English Learners	12.6
Students with Disabilities	9.4
Foster Youth	1
Homeless	2.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	13	14	13	155
Without Full Credential	1	2	2	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: October, 2019

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. Current language arts and mathematics curricula are aligned with California Common State Standards. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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	McGraw-Hill - IMPACT History/Social Studies - Adopted 2018 & 2019	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

On, August 29, 2019, 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. For more detailed information, please contact the principal.

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

Year and month of the most recent FIT report: August 29, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Repairs to be made as needed for safety.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	Repairs to be made as needed for safety.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Repairs to be made as needed for safety.
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	32	32	35	37	50	50
Mathematics (grades 3-8 and 11)	36	28	25	26	38	39

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	135	134	99.26	0.74	32.09
Male	82	82	100.00	0.00	28.05
Female	53	52	98.11	1.89	38.46
Black or African American	--	--	--	--	--
American Indian or Alaska Native	12	12	100.00	0.00	33.33
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	42	42	100.00	0.00	21.43
Native Hawaiian or Pacific Islander					
White	60	60	100.00	0.00	35.00
Two or More Races	13	13	100.00	0.00	38.46
Socioeconomically Disadvantaged	108	107	99.07	0.93	27.10
English Learners	24	24	100.00	0.00	16.67
Students with Disabilities	15	15	100.00	0.00	6.67
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	135	134	99.26	0.74	27.61
Male	82	82	100.00	0.00	26.83
Female	53	52	98.11	1.89	28.85

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	12	12	100.00	0.00	50.00
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	42	42	100.00	0.00	9.52
Native Hawaiian or Pacific Islander					
White	60	60	100.00	0.00	31.67
Two or More Races	13	13	100.00	0.00	30.77
Socioeconomically Disadvantaged	108	107	99.07	0.93	20.56
English Learners	24	24	100.00	0.00	12.50
Students with Disabilities	15	15	100.00	0.00	13.33
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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	12.8	35.9	23.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

Some of our Parent Involvement Opportunities are:

- Back to School Night
- Meet and Greet (the Friday before the first day of school)
- Spring Reading Picnic
- Moving Up Celebrations
- Movie Nights
- Family Lunches monthly
- School Site Council
- English Learners Advisory Committee
- Parent Teacher Organization (which sponsors many events)
- Classroom Volunteers
- Performances, Musicals/Plays, Winter and Spring concerts
- STEAM family nights

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.4	1.5	6.7	8.4	4.8	5.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Our School Safety Plan was reviewed and approved by our School Site Council on October 23, 2019. On November 19, 2019, the Comprehensive Safety Plan, Crisis Response Team and Classroom Buddies charts was shared with staff during a staff meeting. Our staff protocol in any emergency is to keep the kids safe and call the office. Regular emergency drills are conducted monthly. Pine Grove has a large number of new staff members this year so we are reviewing procedures and protocols on a regular basis. 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 systems, 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. These handbooks are kept in Red Emergency Backpacks located in every classroom. Class lists and student emergency contact lists are also stored inside the red backpacks.

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)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	3	1		22	1	2		20	1	3	
1	19	3			18	3			24		1	
2	23		2		29		2		24		2	
3	25		2		22		2		25		3	
4	32		1		27		2		16	1	1	
5	33		1	1	33			1	26		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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	516.7

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.4
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,902	\$2,680	\$9,222	\$62,893
District	N/A	N/A	\$9,227	\$66,169.00
Percent Difference - School Site and District	N/A	N/A	-0.1	2.6
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	29.1	-4.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

At Pine Grove for the 2017-18 school year, categorical funds were used to fund a part-time Library/Media position and a part-time certificated physical education teacher. Both of these positions allowed classroom teachers to provide intervention instruction in small groups. Funds were used to fund PBIS including Calming Corners in each classroom, purchase 36 Chromebooks and intervention materials.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,281	\$46,208
Mid-Range Teacher Salary	\$68,673	\$72,218
Highest Teacher Salary	\$84,228	\$92,742

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$98,402	\$134,864
Average Principal Salary (Middle)	\$107,218	\$118,220
Average Principal Salary (High)	\$122,171	\$127,356
Superintendent Salary	\$169,260	\$186,823
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Pine Grove is a Professional Learning Community (PLC) school. Wednesdays are early out days to allow teachers one hour of weekly collaboration time. These Wednesdays are divided into District Grade level collaboration, Data Cycles and Site based collaboration. Meetings focus on increasing student achievement through improving best practices. As a site PLC our PD focuses have been selected by Site Leadership team and staff survey of needs. The District coaches are available for in-class coaching and support of implementation of curriculum.

2019-2020: Kim Sutton Mathematics, Step-Up to Writing, SIPPS, BeGlad strategies, PBIS, MTSS, C.H.A.M.P.S. ARIES, SEL, AimsWeb and a variety of District offered PD topics.

2018-19: Kim Sutton Mathematics, Guided Reading, Step-Up to Writing, SIPPS, BeGlad strategies, C.H.A.M.P.S, PBIS and a variety of District offered PD topics. New teacher support with additional mentoring.

2017-18: Guided Reading, SST process, MTSS introduction, Aimsweb assessments, and a variety of District offered PD topics.