

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## Pinetree Community Elementary

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
School Name	Pinetree Community Elementary	District Name	Sulphur Springs Union Elementary
Street	29156 Lotusgarden Dr.	Phone Number	661-252-5131
City, State, Zip	Canyon Country, CA 91387	Web Site	<a href="http://www.sssd.k12.ca.us">www.sssd.k12.ca.us</a>
Phone Number	661-298-2280	Superintendent	Dr. Nolet
Principal	Kim Lytle	E-mail Address	<a href="mailto:bnolet@sssd.k12.ca.us">bnolet@sssd.k12.ca.us</a>
E-mail Address	<a href="mailto:klytle@sssd.k12.ca.us">klytle@sssd.k12.ca.us</a>		

### School Description and Mission Statement

This section provides information about the school's goals and programs.

Pinetree Community School is located in a middle class, suburban area in the northern end of the Santa Clarita Valley. Our campus is in a residential area and serves a growing, mixed socioeconomic population who live in both single and multiple family dwellings.

Pinetree Community School opened in 1988 and operated on a Multi-Track Year Round calendar until the 2004-2005 school year. Due to declining enrollment, Pinetree converted to a blended calendar, aligning with the other schools in the Sulphur Springs School District. We currently house and educate approximately 750 students in grades K-6. Our ethnic population is approximately 50% White, 35% Hispanic, 6% Asian, 4% Filipino, and 5% African American. Our Limited English students make up about 7% of our student population and benefit from our daily English Language Development instruction. Our GATE students represent about 9% of our student body. Approximately 10% of our total school population is socio-economically disadvantaged. Special Education services offered at Pinetree include 2 full-time Special Day Classes inclusive of grades 1 through 6, a full time Resource Specialist teacher, an 80% Speech and Language Specialist and our special needs students are supported with a wide range of special services.

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As an indication of our commitment to academic excellence, Pinetree was named a California Distinguished School in 2004. In a large part, our success can be contributed to the excellence of our experienced teaching staff. The average years teaching experience is approximately 16. The average years teaching in Sulphur Springs School district for the Pinetree teachers is 15. Many of our teachers have dedicated their years teaching only at Pinetree Community School.

Our school has demonstrated a commitment to keeping technology as an integral part of each student's education. Each classroom is equipped with at least one networked computer, has tv/vcr access, and is wired for cable. Additionally, the Pioneer Television Network (closed circuit television broadcast) was created in the 2004-2005 school year. Morning announcements are broadcasted daily to the entire school via this network. A computer lab with 34 computers and a computer resource area within our library media center are other ways students are introduced and involved with technology. All students participate in the Accelerated Reader Program. A majority of our library books have accompanying Accelerated Reader tests to go with them. Our school's personalized home page on the Internet enables students, parents and community members to keep informed of school happenings, and communicate with staff through E-mail. We also utilize the Connect\_ED system. Monthly electronic phone messages enable us to communicate quickly with parents on a school-wide scale.

Parents are an integral part of the school community. The PTA devotes many volunteer hours to support our academic program. Additionally, they provide funds, which support programs such as music and physical education as well as technology, disaster preparedness, and other site needs.

## Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

**Contact Person Name:** Kim Lytle - Principal

**Contact Person Phone Number:** 661-298-2280

Classroom teachers provide opportunities for parents to support the instructional program through presentations, working with small groups or individual students, or providing time to prepare materials. Additionally, Pinetree has a very active PTA. Parents can become involved in supporting the school by joining the PTA and participating in PTA sponsored events.

## Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	90	Grade 4	113
Grade 1	103	Grade 5	135
Grade 2	86	Grade 6	123
Grade 3	119	Total Enrollment	769

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	4.00%	Multiple or No Response	0.39%
Asian	4.94%	Economically Disadvantaged	13.00%
Filipino	4.00%	English Learners	5.00%
Hispanic or Latino	28.00%	Students With Disabilities	9.00%
White (Not Hispanic)	58.26%		

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## Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05			2005-06			2006-07		
	Number of Classrooms			Number of Classrooms			Number of Classrooms		
	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32
K	18.8	4	--	29.7	--	3	30	--	4
1	17.6	5	--	17.5	6	--	18.5	6	--
2	19.6	5	--	18.7	6	--	17	5	--
3	19.7	6	--	18.1	7	--	19.7	6	--
4	30.3	--	4	28	--	5	30.7	--	3
5	29.8	--	4	28.3	--	4	30.3	--	4
6	27.2	--	5	30.3	--	4	31	--	4

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

Every student and staff member has the right to attend a safe school where he or she is free from physical or psychological harm. The School Safety Plan includes:

- School disaster procedures
- Guidelines to ensure a safe teaching and learning environment
- Guidelines to promote safe travel to and from school
- District and community resources for students and parents
- Guidelines to promote an environment where students, parents, staff and the community communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.00%	0.00%	--	5.00%	5.00%	5.00%
Expulsions	0.00%	0.00%	--	1.00%	1.00%	1.00%

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## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Pinetree Community School was built in 1988 and therefore is approaching 20 years old. The school has two main "pod" buildings with central instructional space as well as 16 portable classrooms. All classrooms have access to the Internet and close-circuit cable television. All classrooms and the cafeteria have air conditioning and forced air heat. There are restrooms located in the upper grade wing, the kindergarten classroom area and the primary grade wing. Restrooms are cleaned daily as is the cafeteria, classrooms, and grounds. The campus also has a computer lab with 32 computers, SMART Board, and a closed-circuit television studio. There is also a science lab in the upper grade wing equipped with a SMART Board for hands-on science experiments. The school also has a cafeteria and full kitchen with indoor seating which opens to an amphitheater. Pinetree has a large library with books, tables, carpet area, and computer center for learning. The play area consists of a large field with a 1/5-mile track, soccer field, and softball fields. There is a large jungle gym and sand box area, two black top areas for primary and upper grade students to play tetherball, handball, volleyball, and basketball. There is a separate sandbox area for kindergarten students with swings, jungle gym, and a black top play area. There is a sunshade at the entrance of the school for the students to wait for valet pick-up after school. The school has prepared a well-stocked emergency bin which is located on campus.

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

### Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	X			

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## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	39	36	36	268
Without Full Credential	1	1	0	4

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	97.2%	2.8%
All Schools in District	97.0%	3.0%
Low-Poverty Schools in District	95.5%	4.5%

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Speech/Language/Hearing Specialist	0.8

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## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
<b>Reading/Language Arts</b>	Houghton Mifflin Reading Language Arts, adopted in 2003, is used for instruction in grades kindergarten through sixth. There are sufficient textbooks for one book per student.	0%
<b>Mathematics</b>	McGraw Hill Mathematics, adopted in 2001, is used for instruction in grades kindergarten through sixth. There are sufficient textbooks for one book per student.	0%
<b>Science</b>	Harcourt Science, adopted in 2000, is used for instruction in kindergarten through 5th grade. Holt "Adventures in Science," adopted in 2001, is used for instruction in sixth grade. There are sufficient textbooks for one book per student.	0%
<b>History-Social Science</b>	Scott Foresman History-Social Science, adopted in 2007, is used for instruction in grades kindergarten through 5th. Harcourt History-Social Science, adopted in 2007, is used for instruction in 6th grade. There are sufficient textbooks for one book per student.	0%
<b>Foreign Language</b>		
<b>Health</b>	Harcourt Brace, "Healthy You," is used for instruction in grades kindergarten through sixth. In addition, Mendez Foundation's "Too Good for Drugs" is used for instruction in kindergarten through sixth grade. There are sufficient books for one book per student.	0%
<b>Science Laboratory Equipment (grades 9-12)</b>		

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## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Expenditures Per Pupil (Basic)	Average Teacher Salary
District	--	\$62,510.00
State	\$4,943.00	\$61,005.00

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Categorical dollars support training for teachers in working with special populations of students (English Learners, Gifted and Talented Students - GATE) and general teacher training. Funds are also allocated to the site to support intervention programs for students who are at risk academically.

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,132.00	\$39,984.00
Mid-Range Teacher Salary	\$60,873.00	\$63,798.00
Highest Teacher Salary	\$81,459.00	\$79,204.00
Average Principal Salary (Elementary)	\$94,759.00	\$99,820.00
Average Principal Salary (Middle)	--	\$102,340.00
Superintendent Salary	\$147,396.00	\$158,484.00
Percent of Budget for Teacher Salaries	45.0%	43.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	61%	65%	60%	53%	55%	53%	40%	42%	43%
Mathematics	63%	69%	69%	60%	63%	60%	38%	40%	40%
Science	52%	50%	59%	45%	50%	50%	27%	35%	38%
History-Social Science	--	--	--	--	--	--	32%	33%	33%

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	70%	56%	--
Asian	84%	81%	--
Filipino	70%	85%	--
Hispanic or Latino	49%	59%	50%
White (Not Hispanic)	62%	73%	64%
Male	54%	67%	57%
Female	67%	71%	62%
Economically Disadvantaged	32%	47%	43%
English Learners	26%	37%	--
Students With Disabilities	24%	35%	--

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## Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	56%	56%	61%	47%	44%	44%	41%	42%	42%
Mathematics	74%	82%	69%	67%	67%	59%	52%	53%	53%

## NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	54%	65%
White (Not Hispanic)	64%	74%
Male	57%	68%
Female	66%	69%
Economically Disadvantaged	46%	38%
Students With Disabilities	40%	40%

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	27.0%

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## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	8	8	9
Similar Schools	6	3	5

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	16	18	-14	839
Hispanic or Latino	0	23	-14	801
White (Not Hispanic)	19	16	-18	844

### Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	District
Program Improvement Status	Not In PI

## Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

The Sulphur Springs School District is firmly committed to the continual development and improvement of its teachers. To this end, the district provides professional development activities and training to enhance teacher effectiveness annually. During the 2006-2007 school year all teachers were provided with the opportunity to attend conferences, workshops, seminars, and other staff development opportunities. Each Tuesday students were released one hour early to provide teachers with site-based professional development opportunities that include site-based training, grade level collaborative planning, and independent planning. Numerous staff meetings focused on analyzing student performance of state and local assessments and how to modify instruction to better meet students' needs. Staff development topics covered all curriculum areas although there was an emphasis on reading, writing, supporting English learners, assessment, science and diversity.