Pinetree Community Elementary

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/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.

Mrs. Deb Stilson, Principal

📍 Principal, Pinetree Community Elementary

About Our School

Pinetree Community School is #1

Are you ready to start another amazing year at Pinetree? We have such a hard-working PTA who plans really great events all year long. They have a full calendar of activities and events for us this year. They put on the Academic Olympics in September, a Spring Carnival is in the planning for Spring, and several movie nights will take place throughout the year. There will be Bingo for Books, Celebrations Around the World, and a Chili Cook-off...just to mention a few.

I am very proud of our students as they continue to reach new heights in their Accelerated Reading by achieving their goals and going beyond to reach 150%. This year we will continue to focus on raising student attendance, which is so important for the growth of our students. Our classes compete monthly to celebrate high rates of attendance with a very large trophy that travels to the winning class every month.

I am thankful each day for our students, parents, and staff. Big thanks to our PTA for providing the Enrichment Program for our students and so much more. Thanks to all our parent and community volunteers...it takes everyone to make our school the great school that it is!

Contact

Pinetree Community Elementary
29156 Lotusgarden Dr.
Canyon Country, CA 91387-1840

Phone: 661-298-2280
E-mail: dstilson@sssd.k12.ca.us

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Superintendent	Catherine Kawaguchi
E-mail Address	ckawaguchi@sssd.k12.ca.us
Web Site	http://www.sssd.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Pinetree Community Elementary
Street	29156 Lotusgarden Dr.
City, State, Zip	Canyon Country, Ca, 91387-1840
Phone Number	661-298-2280
Principal	Mrs. Deb Stilson, Principal
E-mail Address	dstilson@sssd.k12.ca.us
County-District-School (CDS) Code	19650456107205

Last updated: 12/3/2018

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

Pinetree Empowers All!

Pinetree Community School is a community of lifelong learners who demonstrate the knowledge, skills, and values required of productive global citizens. These attributes are developed within a learning environment that is engaging, inspiring, and challenging.

Last updated: 12/3/2018

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

Grade Level	Number of Students
Kindergarten	97
Grade 1	84
Grade 2	72
Grade 3	80
Grade 4	82
Grade 5	85
Grade 6	83
Total Enrollment	583
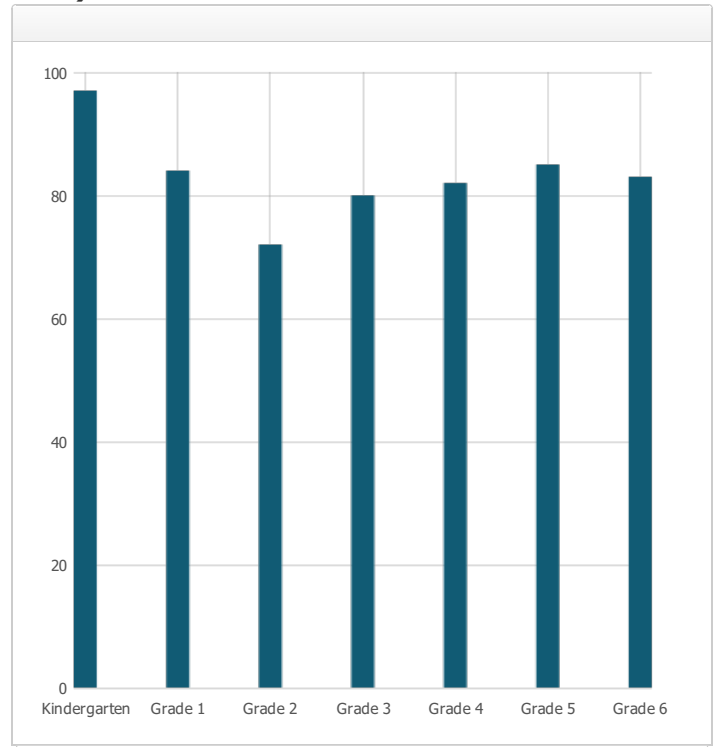
Last updated: 12/3/2018

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

Student Group	Percent of Total Enrollment
Black or African American	3.6 %
American Indian or Alaska Native	0.3 %
Asian	3.8 %
Filipino	4.8 %
Hispanic or Latino	45.1 %
Native Hawaiian or Pacific Islander	%
White	38.6 %
Two or More Races	2.7 %
Other	1.1 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	38.6 %
English Learners	7.5 %
Students with Disabilities	11.1 %
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	24	24	25	246
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
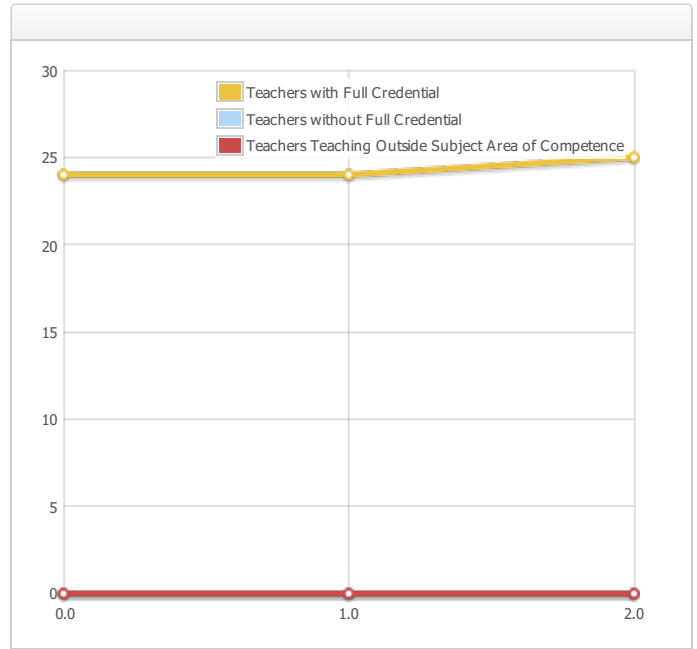
Last updated: 1/4/2019

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
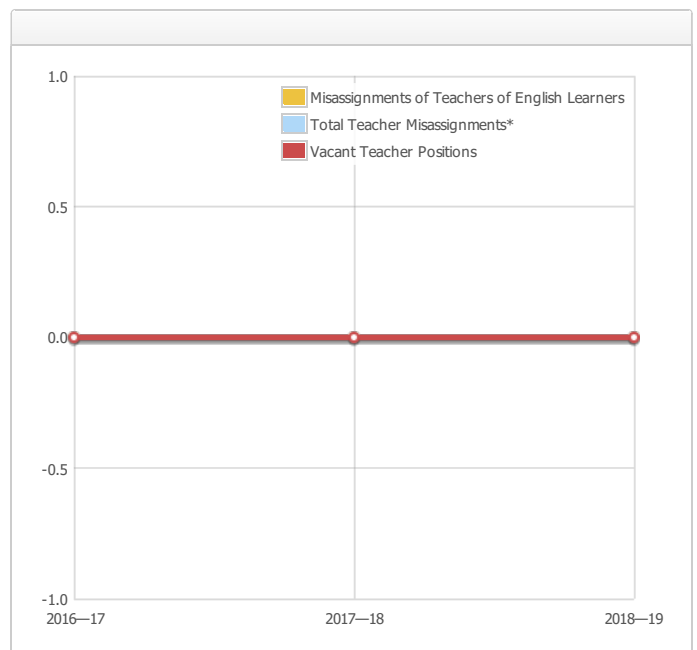
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/2/2019

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

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance K-6 (2017) Ready to Advance TK (2017)	Yes	0.0 %
Mathematics	Houghton Mifflin California Math Expressions CC (2015)	Yes	0.0 %
Science	Houghton Mifflin California Science (K-2 2008) Pearson California Science (3-6 2008)	Yes	0.0 %
History-Social Science	Pearson History-Social Science for California (2006) Harcourt Reflections Grade 6 (2008)	Yes	0.0 %
Foreign Language			0.0 %
Health	Houghton Mifflin and Pearson	Yes	0.0 %
Visual and Performing Arts	McGraw Hill, Share the Music (1995) Davis Publications, Adventures in Art (1998)	Yes	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: 1/4/2019

School Facility Conditions and Planned Improvements

Based on the Facilities Inspection Tool (FIT) completed on 11/2/18, our totals are reported. The sections of Systems, Interior, Cleanliness, Electrical, Safety, Structural, and External all rank "Good" with 100% of each category being in good repair. Section E titled Restrooms/Fountains scored 95.45% and rank as "Good". The overall rating was 99.43% which led to a School rating of "Exemplary".

This site is in very good condition. There is a cracked urinal and leaking faucet that need repair. Other minor repairs include replacing stained/cracked tiles, light bulbs/ballast and adjusting drinking fountains.

Last updated: 12/3/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: November 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	There us a cracked urinal and a leaking faucet that need to be repaired. Drinking fountains need to be adjusted.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Exemplary

Last updated: 12/3/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
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)	62.0%	60.0%	60.0%	61.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	53.0%	50.0%	49.0%	50.0%	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: 1/2/2019

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	341	339	99.41%	60.18%
Male	176	174	98.86%	52.30%
Female	165	165	100.00%	68.48%
Black or African American	16	16	100.00%	50.00%
American Indian or Alaska Native	--	--	--	
Asian	12	12	100.00%	91.67%
Filipino	16	16	100.00%	68.75%
Hispanic or Latino	160	159	99.38%	52.20%
Native Hawaiian or Pacific Islander				
White	129	128	99.22%	67.97%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	142	141	99.30%	51.06%
English Learners	44	44	100.00%	45.45%
Students with Disabilities	58	58	100.00%	17.24%
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: 1/2/2019

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	342	341	99.71%	49.85%
Male	177	176	99.44%	46.59%
Female	165	165	100.00%	53.33%
Black or African American	16	16	100.00%	25.00%
American Indian or Alaska Native	--	--	--	
Asian	12	12	100.00%	66.67%
Filipino	16	16	100.00%	81.25%
Hispanic or Latino	161	161	100.00%	41.61%
Native Hawaiian or Pacific Islander				
White	129	128	99.22%	57.81%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	142	142	100.00%	38.03%
English Learners	45	45	100.00%	33.33%
Students with Disabilities	59	59	100.00%	11.86%
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: 1/2/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
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
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: 1/2/2019

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	12.5%	28.4%	51.1%

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: 1/2/2019

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)

Our school welcomes parent involvement! We have a very active Volunteer work force where teachers provide opportunities for parents/guardians support the instructional program through presentations, working with small groups or individual students, or orchestrating materials to be prepared at school or at home. The school encourages parents to participate on the Pinetree School Site Council, PTA and ELAC (English Language Advisory Council). Parents can become involved in supporting the school by joining the PTA and participating in PTA sponsored events. We also welcome families to our Coffee with the Principal meeting and parent trainings that we hold on a regular basis.

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

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 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	0.4%	1.1%	1.0%	0.2%	0.5%	1.1%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
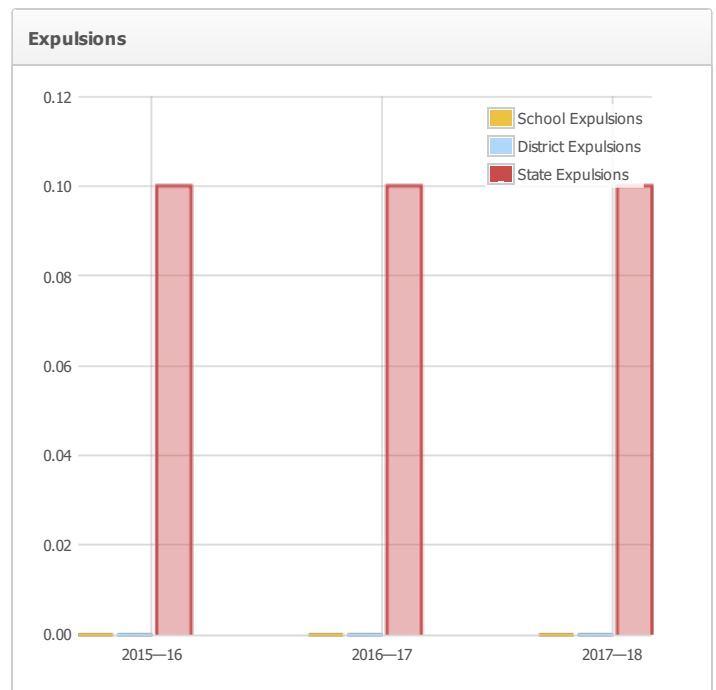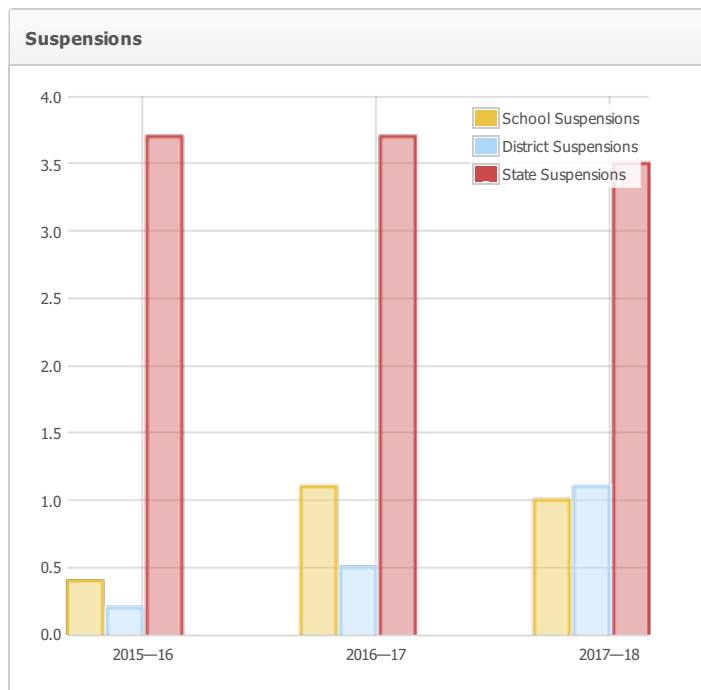
Last updated: 1/2/2019

School Safety Plan (School Year 2018—19)

The School Safety Plan is reviewed with all stakeholders. Every student and staff member has the right to attend a school he/she is free from physical or psychological harm. The School Safety Plan includes: child abuse reporting procedures, disaster procedures, school suspensions and expulsion guidelines, procedures to notify teachers of dangerous pupils, sexual harassment policies, procedures for safe ingress and egress, school discipline rules and consequences, and hate crime procedures and policies.

The School Safety Plan goes through a revision and review process that begins with the School Site Council and the Pinetree staff. Once it has been review it will be presented at a public meeting to discuss. The School Site Council will meet after the public meeting to approve in February 2019.

Last updated: 12/3/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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	25.0		3	
1	20.0	2	1	
2	23.0		3	
3	26.0		3	
4	32.0		2	
5	34.0			2
6	30.0	1		3
Other**	15.0	1		

* 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	23.0		4	
1	24.0		3	
2	26.0		2	
3	24.0	1	3	
4	30.0		2	1
5	34.0			2
6	26.0	1	3	
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	24.0	1	3	
1	26.0		3	
2	26.0		3	
3	21.0	1	2	
4	31.0		1	2
5	32.0		1	1
6	32.0		2	1
Other**	14.0	1		

* 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: 1/2/2019

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)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker	0.1	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 1/4/2019

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	$6235.2	$1065.4	$5169.8	$78557.0
District	N/A	N/A	$5062.9	$74685.0
Percent Difference – School Site and District	N/A	N/A	2.1%	5.2%
State	N/A	N/A	$6574.0	$80910.0
Percent Difference – School Site and State	N/A	N/A	21.0%	-3.0%

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

Last updated: 12/13/2018

Types of Services Funded (Fiscal Year 2017—18)

Teachers have received training in depth and complexity. Further, GATE Lead Teachers assist in developing lessons that meet the needs of the entire class and provide opportunities for students to be challenged within the classroom. Services provided include additional reading support delivered by a teachers before and after school, supplemental instructional materials, professional development costs for staff and parent support. School funds provide support for students and families by funding family nights, after-school support for students, Student Council coordination and further support our reading and mathematics programs. Additionally, supplemental technology provides support for students to access curriculum. Lastly, supplemental intervention programs include Imagine Learning, Accelerated Reader, Imagine Math and other supplemental instructional supports.

Last updated: 1/15/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,991	$50,084
Mid-Range Teacher Salary	$66,876	$80,256
Highest Teacher Salary	$88,426	$100,154
Average Principal Salary (Elementary)	$110,251	$125,899
Average Principal Salary (Middle)	$	$130,255
Average Principal Salary (High)	$	$128,660
Superintendent Salary	$180,000	$222,447
Percent of Budget for Teacher Salaries	35.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
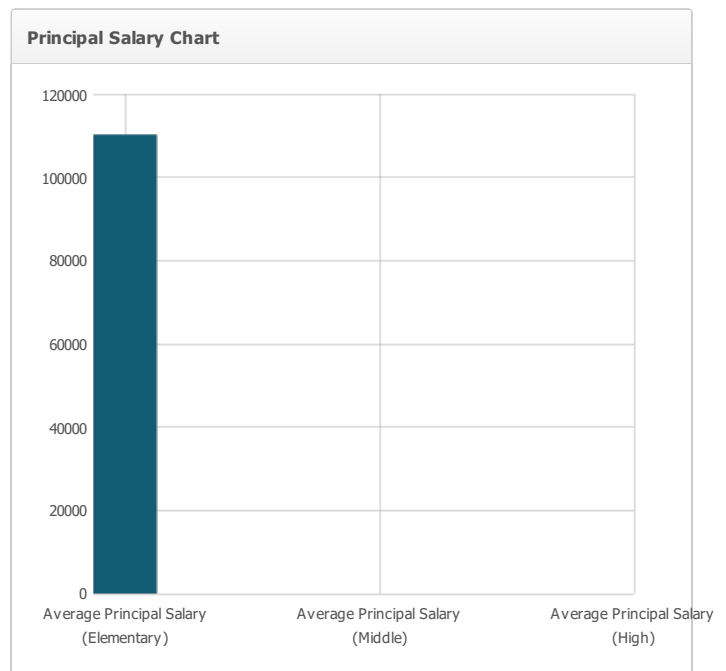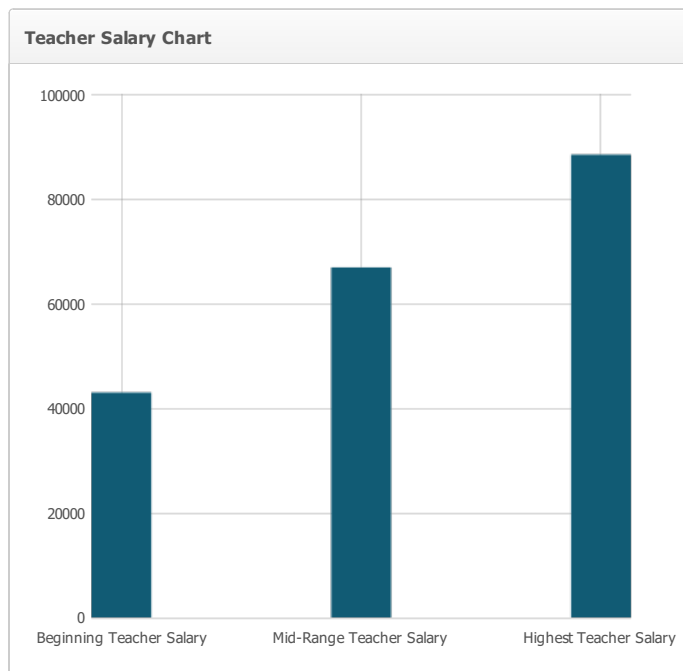
Last updated: 1/2/2019

Professional Development

The Sulphur Springs Union School District and Pinetree Community School are committed to providing professional development activities to every educator to improve instruction and enhance student achievement. In addition to the three calendared professional development days outside of the school year, the district also provides professional development opportunities after school throughout the year. Two Tuesdays per month are dedicated to professional development that takes place after the shortened school day. Our continued professional development is based on data reflecting our students' academic and social needs. Implementation of professional development is supported through: teacher-principal meetings, student performance data reporting, objective conferences, peer coaching, and classroom observations.

The professional development offered is grade level or content specific, and addresses the current California State Standards. Professional development can

include training in specific subject areas, general academics, instructional use of technology, as well as job-embedded activities related to the California Standards of the Teaching Profession.

The district and site administrators provide and attend workshops in curriculum, performance assessment, interventions, technology, supervision, evaluation, and leadership. In addition to professional development activities offered to the teachers and administrators, classified employees also receive training based on the specific needs of their assignment.

Last updated: 12/3/2018