

Pinetree Community Elementary
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address:	29156 Lotusgarden Dr. Canyon Country, CA , 91387-1840	Principal:	Mrs. Stephanie Cruz, Principal
Phone:	(661) 252-9110	Grade Span:	P-6

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 and access to prior year reports, 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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

Mrs. Stephanie Cruz, Principal

📍 Principal, Pinetree Community Elementary

About Our School

Pinetree Community School
29156 Lotusgarden Drive
Canyon Country, CA 91387
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Contact

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

Phone: (661) 252-9110

Email: scruz@sssd.k12.ca.us

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Superintendent	Kawaguchi, Catherine
Email Address	ckawaguchi@sssd.k12.ca.us
Website	www.sssd.k12.ca.us

School Contact Information (School Year 2023–24)

School Name	Pinetree Community Elementary
Street	29156 Lotusgarden Dr.
City, State, Zip	Canyon Country, CA , 91387-1840
Phone Number	(661) 252-9110
Principal	Mrs. Stephanie Cruz, Principal
Email Address	scruz@sssd.k12.ca.us
Website	
County-District-School (CDS) Code	19650456107205

Last updated: 12/18/23

School Description and Mission Statement (School Year 2023–24)

At Pinetree, our goal is to develop productive global citizens by increasing all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichment in place to foster student success.

We use data from State and local assessments to modify instruction and improve student achievement. The teachers and administration monitor student progress on curriculum embedded assessments, and formative assessments regularly to determine next steps for instruction. Based on the data analysis, students are placed in the needed intervention and/or enrichment programs.

Pinetree utilizes research-based practices to support students in gaining grade level proficiency, as demonstrated in district and state assessments. Teachers and administrators receive professional development in instructional areas needed to support the California State standards. Teachers collaborate on a regular basis for lesson development and data analysis, to support student success. Additionally, our teachers engage in peer coaching and peer modeling to support the collective growth of our campus and our students.

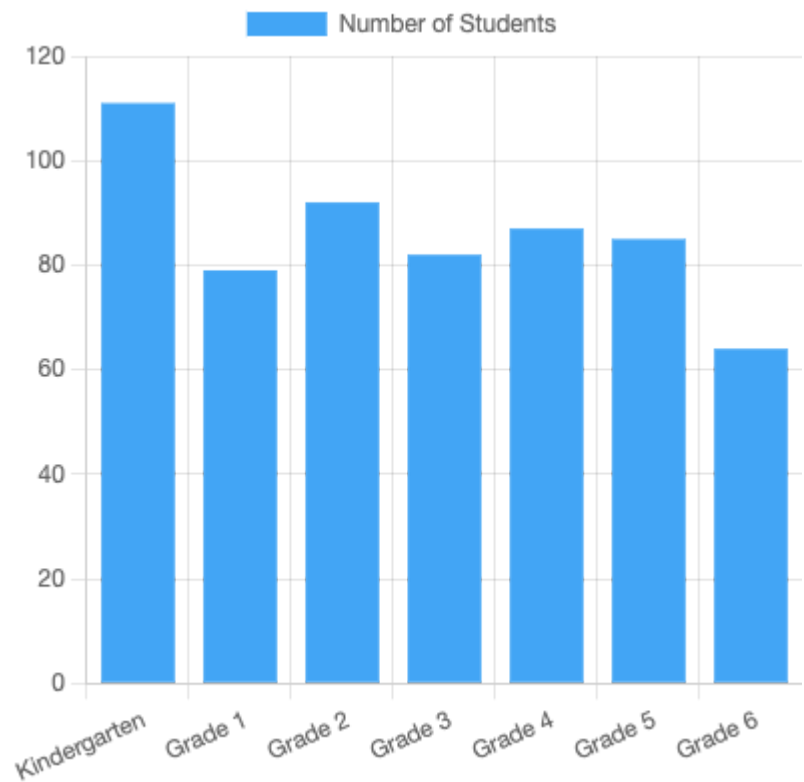
We continue to foster our student's social emotional growth through the implementation of Conscious Discipline and Zones of Regulation, which promote positive relationships throughout our campus. A wide variety of instructional strategies are used across all grade levels, and technology such as Smartboards, iPads, and Chromebooks are incorporated throughout the school day. Our TK-1st grade students have 1-1 iPads in the classroom, while our 2nd-6th grade students have 1-1 Chromebooks in their classrooms. Our teachers utilize technology to enhance student learning.

Our campus also includes several special education preschool classes. These classes integrate with their typical peers for learning and socializing. It is imperative that all students are seen as belonging, and all Pioneers bring an added value to our campus.

Last updated: 12/18/23

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	111
Grade 1	79
Grade 2	92
Grade 3	82
Grade 4	87
Grade 5	85
Grade 6	64
Total Enrollment	600



Last updated: 12/18/23

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	49.50%
Male	50.50%
Non-Binary	0.00%
American Indian or Alaska Native	0.50%
Asian	3.20%
Black or African American	2.80%
Filipino	4.50%
Hispanic or Latino	47.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	8.20%
White	31.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	6.00%
Foster Youth	0.30%
Homeless	0.20%
Migrant	0.00%
Socioeconomically Disadvantaged	47.30%
Students with Disabilities	14.80%

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.60	87.83%	196.80	89.11%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	2.00	0.91%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.06%	5.00	2.26%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.06%	4.00	1.81%	12115.80	4.41%
Unknown/Incomplete/NA	1.00	4.06%	13.00	5.91%	18854.30	6.86%
Total Teaching Positions	24.60	100.00%	220.90	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/18/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.30	92.10%	207.70	88.13%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	8.00	3.39%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.95%	3.00	1.27%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	2.00	0.85%	11953.10	4.28%
Unknown/Incomplete/NA	1.00	3.95%	15.00	6.36%	15831.90	5.67%
Total Teaching Positions	25.30	100.00%	235.70	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/18/23

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020– 21 Number	2021– 22 Number
Permits and Waivers	1.00	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.00

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020– 21 Number	2021– 22 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.70%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: December 2023

The District provided researched based, standards aligned textbooks and materials for all students in grades TK-6.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced	Yes	0
Mathematics	Houghton Mifflin Harcourt California Math Expressions	Yes	0
Science	McGraw Hill Inspire Science	Yes	0
History-Social Science	Studies Weekly	Yes	0
Foreign Language	N/A		0
Health	N/A		0
Visual and Performing Arts	Essential Elements for Band (Flute, Trombone, Trumpet, Alto-Saxophone, Clarinet, and Percussion)	Yes	0
Science Lab Eqpmnt (Grades 9-12)	N/A	N/A	0

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

School Facility Conditions and Planned Improvements

Safety is a top priority at Pinetree Community School. Each year, our Safety Committee, School Site Council, and staff review and update our comprehensive safety plan. Each year, our Safety Committee reviews and updates our comprehensive safety plan, then our school leadership team and staff review and provide input to the safety plan, and finally, the School Site Council approves the comprehensive safety plan. We also provide an opportunity for the community to review our safety plan before it is approved by the School Board. Within our comprehensive safety plan, we focus on promoting a positive school climate where consistent expectations for students and staff are reinforced on a daily basis. We are also focusing on providing a safe school environment for our students and staff, with an emphasis on a closed campus, and improvement in our drop off and pick up procedures. Finally, we focus on emergency procedures with an emphasis on ensuring our staff and students are prepared for any and all emergency situations.

Last updated: 1/10/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2023

Overall Rating	Exemplary
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Last updated: 1/9/24

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress. In 2021-22 the District utilized an alternative assessment STAR, which was approved by the State of California.

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	54%	56%	50%	48%	47%	46%
Mathematics (grades 3-8 and 11)	47%	45%	39%	38%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/10/24

**CAASPP Test Results in ELA by Student Group for students taking and
completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress. In 2021-22 the District utilized an alternative assessment STAR, which was approved by the State of California.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	323	321	99.38%	0.62%	56.39%
Female	155	155	100.00%	0.00%	61.29%
Male	168	166	98.81%	1.19%	51.81%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00%	0.00%	62.50%
Black or African American	11	11	100.00%	0.00%	54.55%
Filipino	14	14	100.00%	0.00%	78.57%
Hispanic or Latino	154	153	99.35%	0.65%	55.56%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	30	30	100.00%	0.00%	53.33%
White	96	95	98.96%	1.04%	54.74%
English Learners	20	18	90.00%	10.00%	33.33%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	31	31	100.00%	0.00%	38.71%
Socioeconomically Disadvantaged	89	88	98.88%	1.12%	44.32%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	50	50	100.00%	0.00%	16.00%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/9/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress. In 2021-22 the District utilized an alternative assessment STAR, which was approved by the State of California.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	323	323	100.00%	0.00%	44.58%
Female	155	155	100.00%	0.00%	41.94%
Male	168	168	100.00%	0.00%	47.02%
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00%	0.00%	56.25%
Black or African American	11	11	100.00%	0.00%	54.55%
Filipino	14	14	100.00%	0.00%	42.86%
Hispanic or Latino	154	154	100.00%	0.00%	39.61%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	30	30	100.00%	0.00%	43.33%
White	96	96	100.00%	0.00%	51.04%
English Learners	20	20	100.00%	0.00%	15.00%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	31	31	100.00%	0.00%	29.03%
Socioeconomically Disadvantaged	89	89	100.00%	0.00%	29.21%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	50	50	100.00%	0.00%	18.00%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/9/24

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

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress. In 2021-22 the District utilized an alternative assessment STAR, which was approved by the State of California.

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	41.54%	37.65%	31.93%	32.48%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/9/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress. In 2021-22 the District utilized an alternative assessment STAR, which was approved by the State of California.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	85	100.00%	0.00%	37.65%
Female	47	47	100.00%	0.00%	38.30%
Male	38	38	100.00%	0.00%	36.84%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	41	41	100.00%	0.00%	41.46%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	26	26	100.00%	0.00%	30.77%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	13	13	100.00%	0.00%	23.08%
Socioeconomically Disadvantaged	23	23	100.00%	0.00%	17.39%
Students Receiving Migrant	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Education Services					
Students with Disabilities	15	15	100.00%	0.00%	6.67%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

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 2022–23)

Percentage of Students Participating in each of the five Fitness Components

The District participated in the Physical Fitness Test for the 2021 and 2022 school year. Data reflects participation rates during the test administrations.

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	98.9%	98.9%	98.9%	98.9%	98.9%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

As a Title I school, Pinetree hosts an annual parent meeting to notify parents about our status as a Title I school. During that meeting, parents are given the school/home compact, which outlines how all share responsibility for student achievement.

Many parents, grandparents, aunts, and uncles support Pinetree School's PTA and have volunteered numerous hours in the classrooms.

Parents participate in Site Council, evening workshops, English Language Advisory Committee (ELAC), District Conferences, attend District Board Meetings hosted at Pinetree, attend Pinetree School's awards assemblies, and actively participate in parent conferences. Our Site Council and ELAC (English Learner Advisory Committee) also have input into the Single Plan for Student Achievement.

We constantly look for ways to engage our families as much as possible.

Parents are invited to a welcome and volunteer orientation. During this session, parents are informed of different ways to get involved, as well all school wide events.

We welcome parent volunteers onto the campus- in classrooms and on field trips. Additionally, each classroom has a room parent, who assists in coordinating class activities and informs parents of upcoming events.

Before the academic year begins, the Parent Teacher Association holds a welcome event to encourage families to become involved. Classes are encouraged to have all parents sign up for the PTA. Parents are encouraged to attend the monthly PTA meetings, as well as the annual Back to School Night, Parent Conferences, and Open House.

Throughout the year, Pinetree also hosts various parent nights (Cookies, Cocoa, and Coding, Crockpot-a-Palooza, Trunk or Treat, Spring Carnival), to provide families free opportunities to learn and play with their children.

Every Sunday, the Principal sends a weekly message, the Sunday Snippet, through ParentSquare in parents' desired language informing families of current announcements and upcoming events. Our school site uses ParentSquare for teachers to also send out weekly communication in parents' desired language to their families.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	630	626	85	13.6%
Female	310	309	39	12.6%
Male	320	317	46	14.5%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	3	3	0	0.0%
Asian	21	21	1	4.8%
Black or African American	19	19	0	0.0%
Filipino	28	28	3	10.7%
Hispanic or Latino	298	297	48	16.2%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	50	50	4	8.0%
White	200	197	26	13.2%
English Learners	46	45	9	20.0%
Foster Youth	2	2	0	0.0%
Homeless	2	2	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	299	297	49	16.5%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	105	105	23	21.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

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 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.16%	0.96%	1.90%	0.23%	1.44%	1.91%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.90%	0.00%
Female	0.32%	0.00%
Male	3.44%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.35%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	2.00%	0.00%
English Learners	6.52%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.34%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.81%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/9/24

School Safety Plan (School Year 2023–24)

Every student and staff member has the right to attend a safe school where he or she is safe from physical or psychological harm.

The Pinetree Community School Safety Plan is all inclusive with the main objective to protect the safety and welfare of students, school staff, and visitors on campus. The Safety Plan includes information on response to fire drills, earthquake disaster drills, and school lockdowns. In addition, the Safety Plan addresses concerns about the security of the campus, valet line safety (for cars and pedestrians) as well as regular training of noon supervisors and staff to recognize and stop bullying on campus.

The Safety Plan is reviewed annually with stakeholders (parent, staff and community members) before it is approved by the School Board.

The most recent Safety Plan was approved on March 8, 2023.

Last updated: 1/11/24

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 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	14.00	5	3	
1	21.00	1	2	
2	23.00	1	2	
3	19.00	1	3	
4	17.00	2	1	
5	9.00	4	1	
6	15.00	3	2	
Other**	21.00	2	3	

* 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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	2	2	
1	25.00		3	
2	25.00		3	
3	25.00		3	
4	31.00		2	
5	30.00		2	
6	34.00			1
Other**	19.00	2	2	

* 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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	26.00	0	4	0
1	24.00	0	3	0
2	25.00	0	3	0
3	25.00	0	2	0
4	34.00	0	0	2
5	35.00	0	0	2
6	33.00	0	0	0
Other**	22.00	3	2	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.

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.37
Psychologist	0.60
Social Worker	0.50
Nurse	0.33
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	0.00

* 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: 1/9/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7593.85	\$2011.50	\$5582.35	\$78791.50
District	N/A	N/A	\$5732.96	\$73651.58
Percent Difference – School Site and District	N/A	N/A	-2.63%	6.98%

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7606.62	\$88288.00
Percent Difference – School Site and State	N/A	N/A	-26.61%	-10.76%

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

Last updated: 1/10/24

Types of Services Funded (Fiscal Year 2022–23)

A combination of state and federal funding is used to cover all aspects of our instructional program. The District has increased positions, materials, professional development and supports to expand upon the instructional program for students.

A combination of state and federal funding is used to cover all aspects of our instructional program.

Title I funds are used for (at least partially):

- Professional Development
- Provide TOSAs that support instruction

The District uses Title II funds to support professional development which will enhance early learning strategies. TOSAs were provided to support instruction through professional development and coaching opportunities.

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

Supplemental funds are used to provide Learning Support Teachers to support intervention for students. In addition, Orton Gillingham strategies, training and materials are provided to support Tier II and Tier III reading intervention for students.

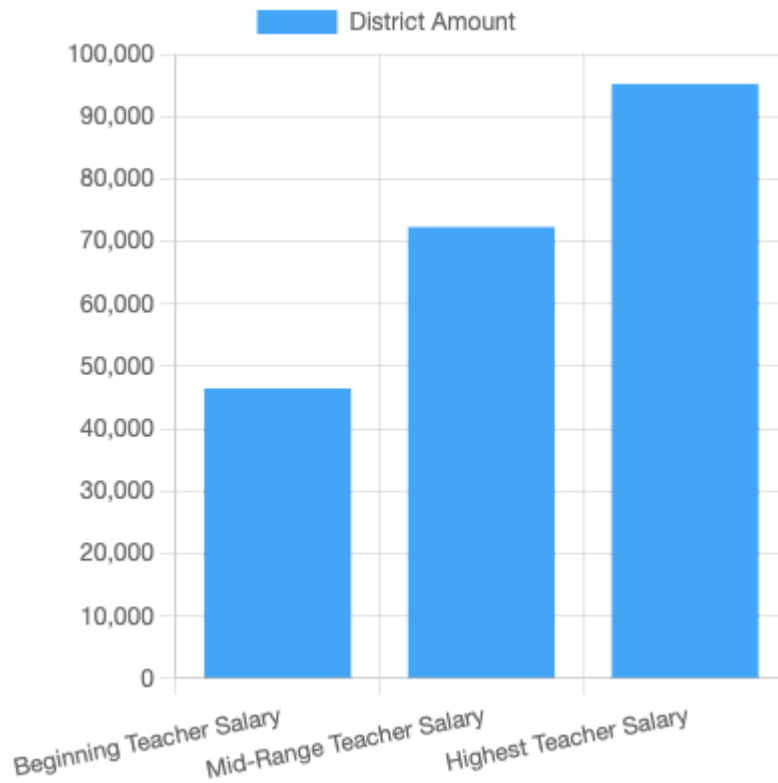
Last updated: 1/9/24

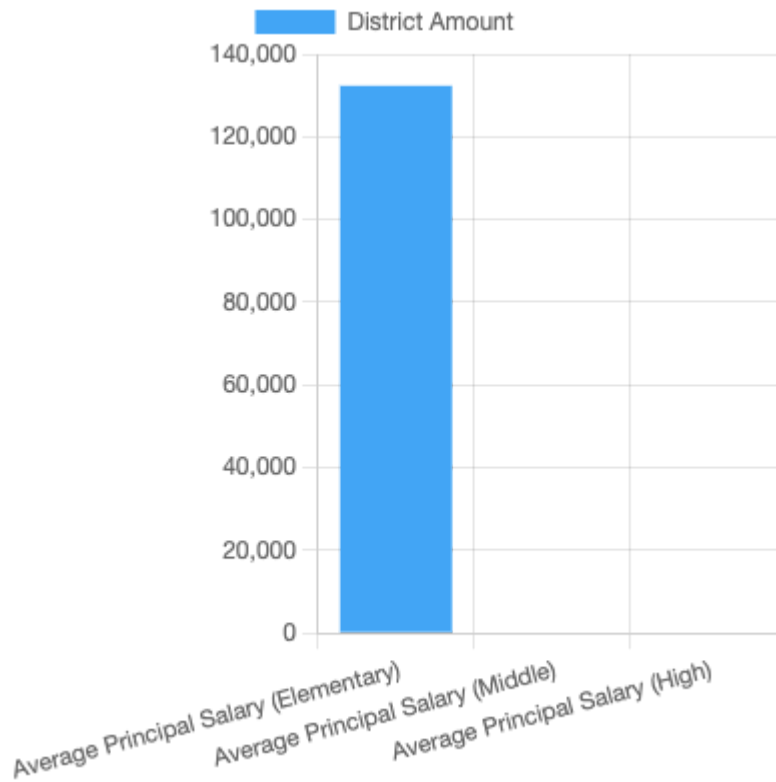
Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46473.00	\$54045.78
Mid-Range Teacher Salary	\$72295.00	\$84515.22
Highest Teacher Salary	\$95210.00	\$110866.99
Average Principal Salary (Elementary)	\$132333.00	\$136840.86
Average Principal Salary (Middle)	\$0.00	\$141476.95
Average Principal Salary (High)	\$0.00	\$137985.00
Superintendent Salary	\$216877.00	\$217473.29
Percent of Budget for Teacher Salaries	30.63%	32.43%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	5.55%	5.62%

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





Last updated: 1/9/24

Professional Development

The Sulphur Springs Union School District is firmly committed to providing professional development for all teachers to support the successful progress for our students' academic and social development. Our continued professional development is based on data reflecting our students' academic and social needs. The professional development offered is grade level or content specific and addresses the current California State Standards. Professional development includes training in specific subject areas, general academics, social behavior, instructional use of technology, as well as job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program, California Teacher Induction, for new teachers.

In addition to professional development activities offered to the district's teachers and administrators, classified employees also receive training based on the specific needs of their assignment. Additionally, the district and school site also provide numerous professional development opportunities throughout the year on early release Wednesdays, after school, and during winter and summer breaks. Students are released one hour early on Wednesdays to provide teachers with site-based staff development, grade level collaborative planning and student data analysis. Implementation of professional development is supported through: teacher-principal meetings, student performance data reporting, objective conferences, peer coaching, classroom observations, and consistent follow-up.

The focus for staff development at Pinetree is centered around our school's Big 3 concepts: the Head (Rigorous and Differentiated Instruction), the Heart (Social Emotional Well Being of all Pioneers), and the Hands (Data Driven Instruction). We work collaboratively to examine and strengthen instructional practices.

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/9/24