Pinetree Community

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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

About Our School

Pinetree Community School is a landmark of the Canyon Country community. Our students are bright young scholars with determination to succeed. Our parents are an integral part of our school community devoting many volunteer hours to help support our school and academic programs. We are thankful for an outstanding PTA that continues to provide a valuable enrichment program of music, drama, and the arts for our students. The Pinetree staff is a collective force of excellence, always looking to reflect on student achievement and improve. We look forward to another great year working together as students, parents, and staff to foster nurturing relationships and build a collaborative environment for learning at Pinetree.

In closing, our school vision is focused on elevating our students' performance and well being above typical state averages. Our students will be proficient or advanced in essential Common Core content level standards. They will acquire life skills and positive behaviors to become successful human beings. Teacher collaboration and analysis of common assessments drives instruction for enrichment and intervention. Student learning is a shared responsibility that involves parents, teachers, classified staff, and students.

**Spanish version of the School Accountability Report Card will be available at:

http://pinetree.sssd.k12.ca.us/pages/Pinetree/School_Info/Annual_SARC_Report_Card

Contact

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

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

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year

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

School Contact Information - Most Recent Year

School Name	Pinetree Community
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
Web Site	http://pinetree.sssd.k12.ca.us/pages/Pinetree
County-District-School (CDS) Code	19650456107205

Last updated: 1/14/2016

School Description and Mission Statement - Most Recent Year

Pinetree Community School Mission Statement: Pinetree Community School students will be proficient or advanced in essential Common Core grade level standards. They will acquire life skills and positive behaviors to become successful human beings. Student learning is a shared responsibility that involves parents, teachers, classified staff, and students.

Grade level collaboration and analysis of common assessments drive instruction for enrichment and intervention. We have been making significant gains in closing the achievement gap with our Hispanic and Socioeconomically Disadvantaged Students. We achieved our API and AYP goals. In 2013-2014, Pinetree earned the distinction of California Distinguished School.

A large part of our success can be attributed to the excellence of our experienced teaching staff. This is the sixth year of our Professional Learning Community (PLC) at Pinetree. Our PLC operates on four essential questions; 1. What do we want students to learn? 2. How will we know they learned it? 3. What will we do when they do? 4. What will we do when they don't? Part of our success can be attributed to our response to intervention model. We are continuing with our Pinetree Accelerated Curriculum Time (PACT) response to intervention model. PACT is an opportunity for teachers to offer remediation or enrichment according to students' needs. Students are given a multitude of tests based on a grade level standard already taught in class. Then students are grouped in leveled groups. Each group will be targeting the standard at the students' instructional level for 30 minutes of direction instruction K-6th, 5 days a week. Students who have mastery will be able to extend their learning by exploring other content areas connected to the standard. PACT provides students with differentiated instruction and flexible grouping to ensure that students are appropriately placed. PACT supports the District's goals to raise reading comprehension scores and meet the needs of all students from advanced to far-below-basic.

Professional development is also another point of pride. 100% of our teachers are GLAD (Guided Language Acquisition and Design) trained. This has helped us smoothly transition into the Common Core and helped students use their higher ordered thinking skills. Pinetree teachers receive a 45-minute grade level release during the regular school day called PACT Enrichment Release time once a week. Three credentialed teachers teach music, art, and movement (rotation schedule). This gives the teachers a dedicated amount of time to collaborate, plan, and monitor student progress.

Last updated: 1/13/2016

## Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	66
Grade 1	73
Grade 2	76
Grade 3	84
Grade 4	78
Grade 5	80
Grade 6	108
Total Enrollment	565
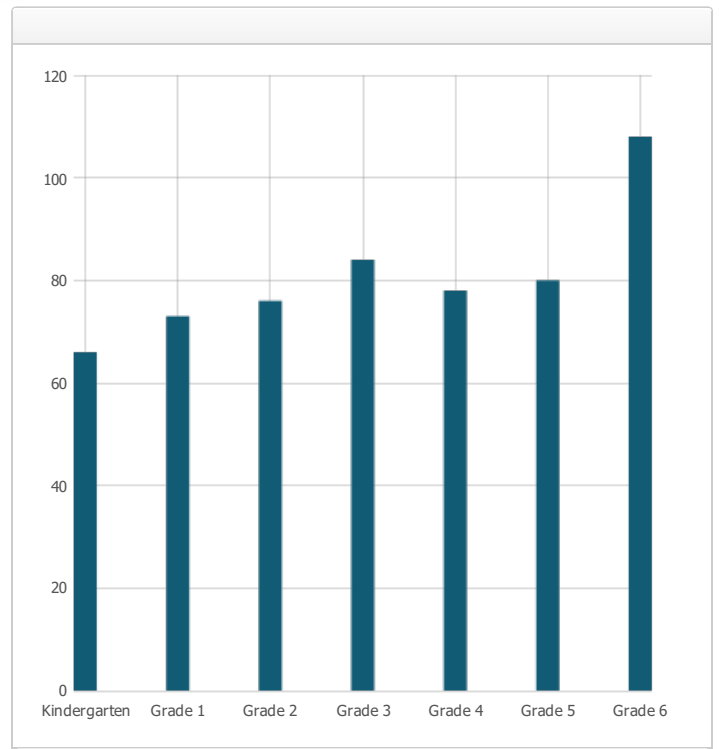
Last updated: 1/13/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.4 %
American Indian or Alaska Native	0.7 %
Asian	1.9 %
Filipino	3.9 %
Hispanic or Latino	33.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	52.7 %
Two or More Races	3.7 %
Socioeconomically Disadvantaged	36.6 %
English Learners	8.8 %
Students with Disabilities	11.7 %
Foster Youth	1.8 %
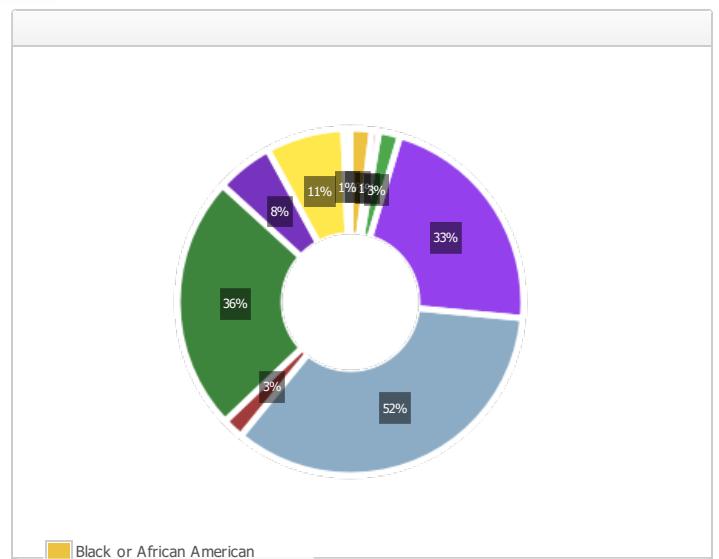
Last updated: 1/13/2016

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	27	25	23	258
Without Full Credential	0	0	0	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
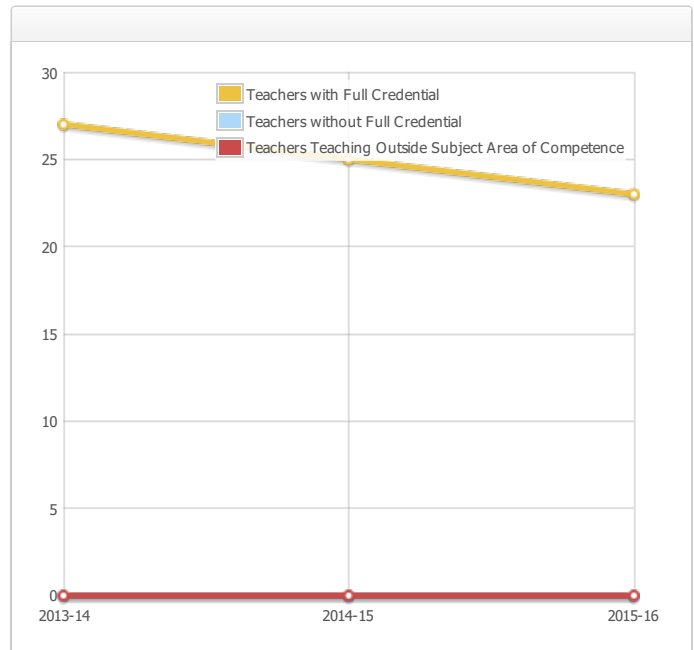
Last updated: 1/14/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
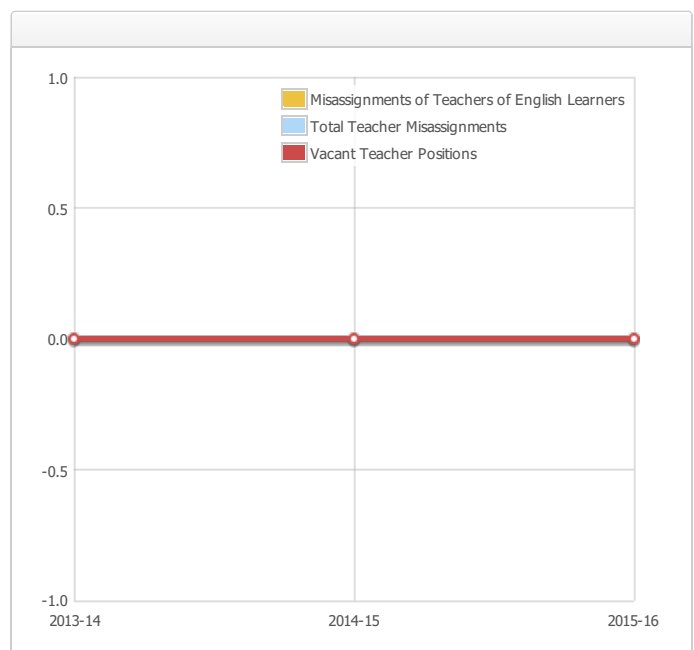
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/14/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: September 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Hougton Mifflin Reading California 2003	Yes	0.0 %
Mathematics	Houghton Mifflin California Math Expressions 2015	Yes	0.0 %
Science	Pearson California Science 2008	Yes	0.0 %
History-Social Science	Pearson History-Social Science for California 2006	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	Harcourt, 1996	Yes	0.0 %
Visual and Performing Arts	McGraw Hill, Share the Music 1990 Davis Publications, Adventures in Art 1990	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A		0.0 %

Last updated: 1/13/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Pinetree Community School was built in 1988 and therefore is 27 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 have one SMART Board and a teacher iPad, all classrooms have a class set of iPads for student usage, and 6 classrooms are complete Smart classrooms, having two SMART Boards and iPads for teacher and student usage. 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 35 computers, SMART Board, and a closed-circuit television studio. Additionally, there is a supplemental computer lab with 27 computers where the students are able to practice their typing skills. 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 that opens to an amphitheater. 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. The school has prepared a well-stocked emergency bin located on campus.

Last updated: 1/13/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: November 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs are needed at this time.
Interior: Interior Surfaces	Good	No repairs are needed at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No actions are needed at this time.
Electrical: Electrical	Good	No repairs are needed at this time.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No repairs are needed at this time.
Safety: Fire Safety, Hazardous Materials	Good	No repairs are needed at this time.
Structural: Structural Damage, Roofs	Good	No repairs are needed at this time.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	The asphalt throughout the campus and parking lot is cracking.

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: November 2015

Overall Rating	Good

Last updated: 1/13/2016

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], Science California Standards Tests); and
* The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	56.0%	55.0%	44.0%
Mathematics (grades 3-8 and 11)	48.0%	46.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/13/2016

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	84	84	100.0%	33.0%	19.0%	29.0%	19.0%
Male	84	43	51.2%	35.0%	23.0%	23.0%	19.0%
Female	84	41	48.8%	32.0%	15.0%	34.0%	20.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	84	3	3.6%	--	--	--	--
Filipino	84	2	2.4%	--	--	--	--
Hispanic or Latino	84	40	47.6%	40.0%	18.0%	30.0%	13.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	84	34	40.5%	26.0%	21.0%	29.0%	24.0%
Two or More Races	84	5	6.0%	--	--	--	--
Socioeconomically Disadvantaged	84	33	39.3%	45.0%	12.0%	33.0%	9.0%
English Learners	84	6	7.1%	--	--	--	--
Students with Disabilities	84	7	8.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/13/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	80	80	100.0%	19.0%	19.0%	35.0%	28.0%
Male	80	48	60.0%	21.0%	19.0%	42.0%	19.0%
Female	80	32	40.0%	16.0%	19.0%	25.0%	41.0%
Black or African American	80	3	3.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	80	2	2.5%	--	--	--	--
Filipino	80	4	5.0%	--	--	--	--
Hispanic or Latino	80	15	18.8%	27.0%	7.0%	53.0%	13.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	80	52	65.0%	17.0%	27.0%	31.0%	25.0%
Two or More Races	80	4	5.0%	--	--	--	--
Socioeconomically Disadvantaged	80	28	35.0%	32.0%	11.0%	36.0%	21.0%
English Learners	80	5	6.3%	--	--	--	--
Students with Disabilities	80	14	17.5%	64.0%	14.0%	14.0%	7.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/13/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	83	81	97.6%	20.0%	28.0%	33.0%	19.0%
Male	83	37	44.6%	32.0%	24.0%	38.0%	5.0%
Female	83	44	53.0%	9.0%	32.0%	30.0%	30.0%
Black or African American	83	7	8.4%	--	--	--	--
American Indian or Alaska Native	83	1	1.2%	--	--	--	--
Asian	83	2	2.4%	--	--	--	--
Filipino	83	3	3.6%	--	--	--	--
Hispanic or Latino	83	18	21.7%	11.0%	33.0%	44.0%	11.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	83	41	49.4%	27.0%	24.0%	29.0%	20.0%
Two or More Races	83	9	10.8%	--	--	--	--
Socioeconomically Disadvantaged	83	32	38.6%	9.0%	38.0%	38.0%	16.0%
English Learners	83	2	2.4%	--	--	--	--
Students with Disabilities	83	14	16.9%	50.0%	21.0%	14.0%	14.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/13/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	109	109	100.0%	9.0%	29.0%	46.0%	16.0%
Male	109	61	56.0%	10.0%	33.0%	44.0%	13.0%
Female	109	48	44.0%	8.0%	25.0%	48.0%	19.0%
Black or African American	109	3	2.8%	--	--	--	--
American Indian or Alaska Native	109	1	0.9%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	109	1	0.9%	--	--	--	--
Hispanic or Latino	109	24	22.0%	25.0%	29.0%	21.0%	25.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	109	78	71.6%	5.0%	28.0%	55.0%	12.0%
Two or More Races	109	2	1.8%	--	--	--	--
Socioeconomically Disadvantaged	109	39	35.8%	13.0%	33.0%	36.0%	18.0%
English Learners	109	3	2.8%	--	--	--	--
Students with Disabilities	109	12	11.0%	58.0%	25.0%	8.0%	8.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/13/2016

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	84	84	100.0%	30.0%	26.0%	33.0%	11.0%
Male	84	43	51.2%	33.0%	19.0%	35.0%	14.0%
Female	84	41	48.8%	27.0%	34.0%	32.0%	7.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	84	3	3.6%	--	--	--	--
Filipino	84	2	2.4%	--	--	--	--
Hispanic or Latino	84	40	47.6%	40.0%	35.0%	18.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	84	34	40.5%	18.0%	18.0%	50.0%	15.0%
Two or More Races	84	5	6.0%	--	--	--	--
Socioeconomically Disadvantaged	84	33	39.3%	39.0%	33.0%	24.0%	3.0%
English Learners	84	6	7.1%	--	--	--	--
Students with Disabilities	84	7	8.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/13/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	80	80	100.0%	16.0%	35.0%	29.0%	20.0%
Male	80	48	60.0%	15.0%	31.0%	29.0%	25.0%
Female	80	32	40.0%	19.0%	41.0%	28.0%	13.0%
Black or African American	80	3	3.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	80	2	2.5%	--	--	--	--
Filipino	80	4	5.0%	--	--	--	--
Hispanic or Latino	80	15	18.8%	20.0%	20.0%	47.0%	13.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	80	52	65.0%	17.0%	37.0%	27.0%	19.0%
Two or More Races	80	4	5.0%	--	--	--	--
Socioeconomically Disadvantaged	80	28	35.0%	29.0%	29.0%	25.0%	18.0%
English Learners	80	5	6.3%	--	--	--	--
Students with Disabilities	80	14	17.5%	57.0%	21.0%	0.0%	21.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/13/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	83	81	97.6%	28.0%	32.0%	23.0%	16.0%
Male	83	37	44.6%	24.0%	41.0%	24.0%	11.0%
Female	83	44	53.0%	32.0%	25.0%	23.0%	20.0%
Black or African American	83	7	8.4%	--	--	--	--
American Indian or Alaska Native	83	1	1.2%	--	--	--	--
Asian	83	2	2.4%	--	--	--	--
Filipino	83	3	3.6%	--	--	--	--
Hispanic or Latino	83	18	21.7%	39.0%	17.0%	39.0%	6.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	83	41	49.4%	24.0%	34.0%	27.0%	15.0%
Two or More Races	83	9	10.8%	--	--	--	--
Socioeconomically Disadvantaged	83	32	38.6%	22.0%	47.0%	25.0%	6.0%
English Learners	83	2	2.4%	--	--	--	--
Students with Disabilities	83	14	16.9%	57.0%	29.0%	0.0%	14.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/13/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	109	109	100.0%	15.0%	29.0%	32.0%	24.0%
Male	109	61	56.0%	13.0%	31.0%	38.0%	18.0%
Female	109	48	44.0%	17.0%	27.0%	25.0%	31.0%
Black or African American	109	3	2.8%	--	--	--	--
American Indian or Alaska Native	109	1	0.9%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	109	1	0.9%	--	--	--	--
Hispanic or Latino	109	24	22.0%	29.0%	29.0%	25.0%	17.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	109	78	71.6%	10.0%	28.0%	35.0%	27.0%
Two or More Races	109	2	1.8%	--	--	--	--
Socioeconomically Disadvantaged	109	39	35.8%	23.0%	26.0%	28.0%	23.0%
English Learners	109	3	2.8%	--	--	--	--
Students with Disabilities	109	12	11.0%	67.0%	17.0%	8.0%	8.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/13/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	67.0%	93.0%	83.0%	64.0%	76.0%	76.0%	59.0%	60.0%	56.0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/13/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	76.0%
All Students at the School	83.0%
Male	88.0%
Female	78.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	82.0%
Native Hawaiian or Pacific Islander	--
White	84.0%
Two or More Races	--
Socioeconomically Disadvantaged	75.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/13/2016

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 English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.7%	23.2%	31.7%

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: 1/13/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

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. Parents can become involved in supporting the school by joining the PTA and participating in PTA sponsored events. Some the annual events are the Harvest Festival, Book Fairs, Celebrations Around The World, Parent/Student Dances, and the Tri-R-Athon (reading, arithmetic, running fundraiser).

State Priority: Pupil Engagement

Last updated: 1/13/2016

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

	School			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	11.0	3.0	3.0	73.0	55.0	35.0	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1
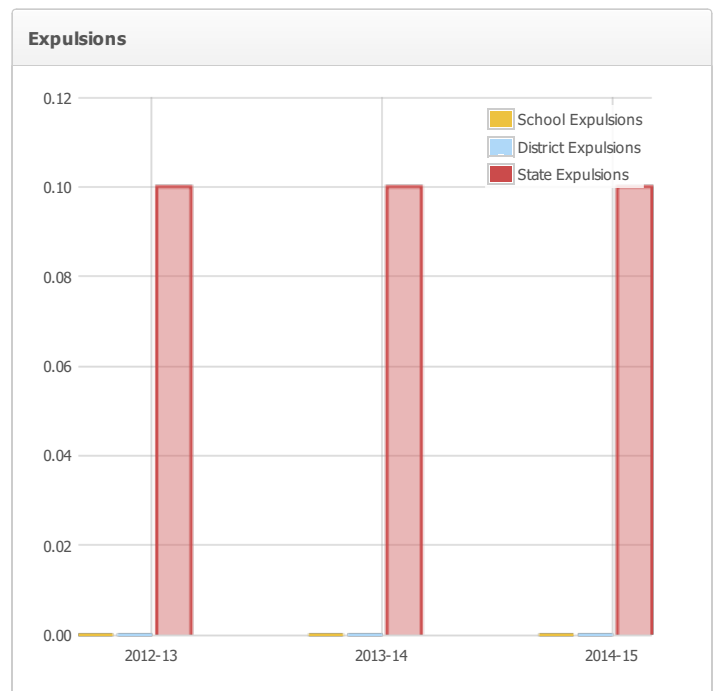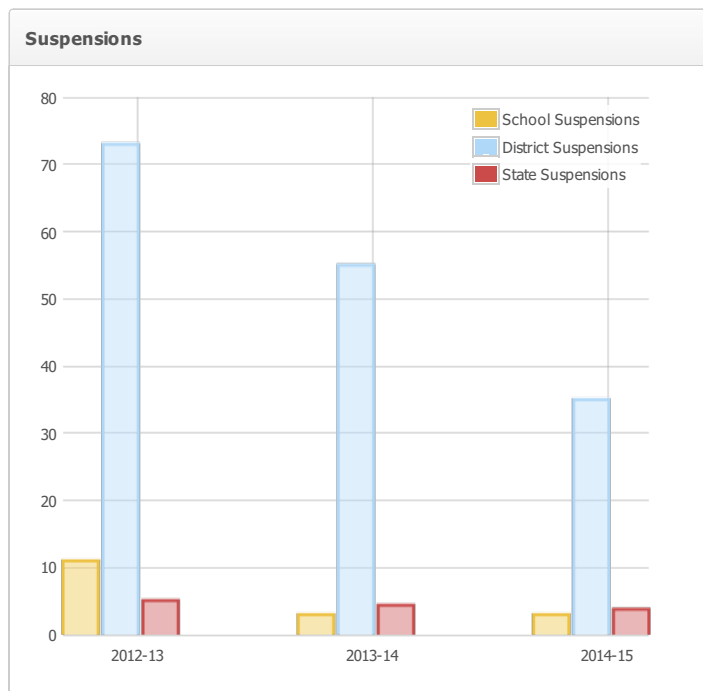
Last updated: 1/13/2016

School Safety Plan - Most Recent Year

The School Safety Plan is reviewed with all stakeholders. 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 Handbook, Emergency Procedures, Character Education, School Suspension Guidelines, District/Community Resources For Students and Parent, Annual Staff Harassment Training, Safety Training Videos, and Student Behavior Assemblies.

The School Safety Plan was most recently revised and aproved November 19th, 2015.

Last updated: 1/14/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		N/A	
Met Graduation Rate	N/A	N/A	

Last updated: 1/13/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	33.0%

Note: Cells with NA values do not require data.

Last updated: 1/13/2016

Average Class Size and Class Size Distribution (Elementary)

	2012-13				2013-14				2014-15			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	22.0		3		22.0		3		22.0	1	2	
1	21.0		3		23.0		3		22.0		3	
2	28.0		3		31.0		3		29.0		2	
3	23.0	1	3		21.0	1	2		24.0	1	3	
4	28.0		4		31.0		3		29.0		3	
5	31.0		3		27.0		4		26.0		3	
6	24.0	1	3		31.0		3		29.0	1		3
Other					11.0	1						

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

Last updated: 1/13/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor

Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

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

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

Last updated: 1/13/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$6934.2	$977.2	$5957.0	$71215.1
District	N/A	N/A	$6027.0	$71674.0
Percent Difference – School Site and District	N/A	N/A	1.2%	0.6%
State	N/A	N/A	$5348.0	$72993.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/13/2016

Types of Services Funded (Fiscal Year 2014-15)

- Gifted and Talented Education (GATE)

- Title II, Part A - Teacher Quality & Class Size Reduction

- Title III, Part A - Limited English Proficient (LEP)

- School and Library Improvement Grant (SIG)

Last updated: 1/13/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,942	$43,091
Mid-Range Teacher Salary	$65,245	$70,247
Highest Teacher Salary	$86,533	$89,152
Average Principal Salary (Elementary)	$105,364	$112,492
Average Principal Salary (Middle)	--	$116,021
Average Principal Salary (High)	--	$117,511
Superintendent Salary	$161,724	$192,072
Percent of Budget for Teacher Salaries	38.0%	41.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart
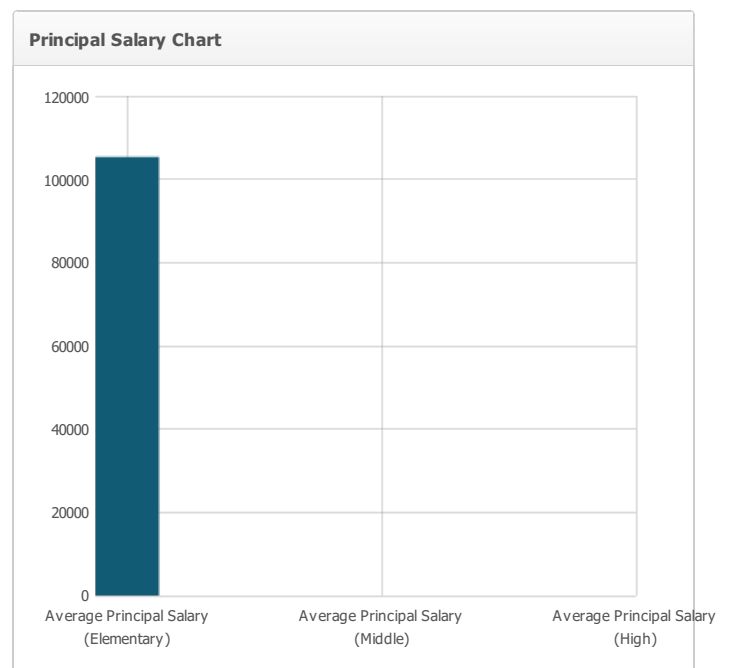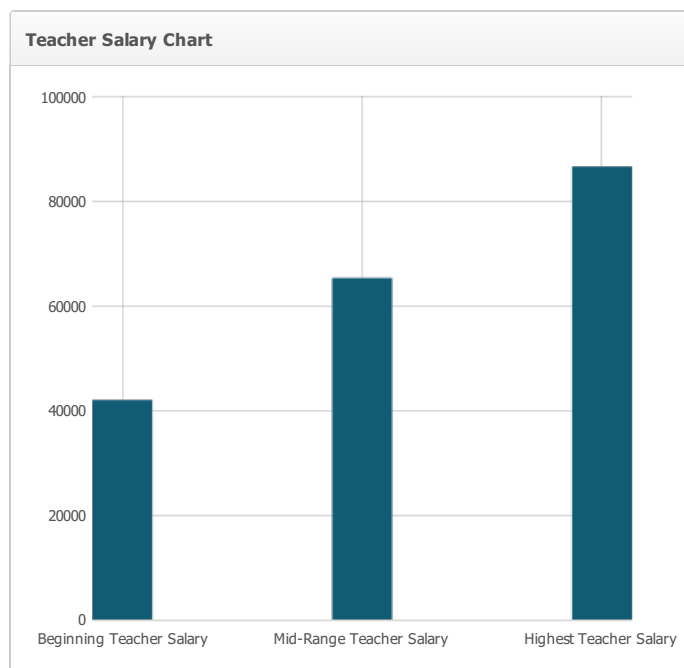
Last updated: 1/13/2016

Professional Development – Most Recent Three Years

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 can include 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 Beginning Teacher Support and Assessment (BTSA) for new teachers.

The district and site administrators also provide and attend workshops in curriculum, performance assessment, interventions, technology, supervision, evaluation, and leadership. 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.

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 calendared professional development days, the district and site also provides numerous professional development opportunities throughout the year, on early release Tuesdays, after school, and during winter and summer breaks. Every Tuesday students are released one hour early to provide teachers with site-based professional development opportunities that include 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.

Last updated: 1/13/2016