Pinetree Community Elementary

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

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 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 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 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 to 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 scoring above state averages. Our students will be proficient or advanced in essential California State 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:

https://www.sssd.k12.ca.us/Page/641

Contact

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

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

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
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 2017-18)	
School Name	Pinetree Community Elementary
Street	29156 Lotusgarden Drive
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	https://www.sssd.k12.ca.us/Page/619
County-District-School (CDS) Code	19650456107205

Last updated: 12/19/2017

School Description and Mission Statement (School Year 2017-18)

LEARNERS TODAY...LEADERS TOMORROW

YOU CAN DO IT! I KNOW I CAN!
Readers are Leaders!
Pinetree is #1!

OUR VISION
Pinetree Community School students will be proficient or advanced in essential state content 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 drives instruction for enrichment and intervention.

MISSION STATEMENT
Pinetree Community School prepares students to use higher order thinking skills so they can effectively solve problems and take on academic challenges. Certificated and classified staff share the responsibility of educating students, promoting positive character development, challenging students to their fullest potential, and creating a positive and safe student learning environment.

Last updated: 12/19/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	93
Grade 1	73
Grade 2	74
Grade 3	82
Grade 4	83
Grade 5	86
Grade 6	83
Total Enrollment	574
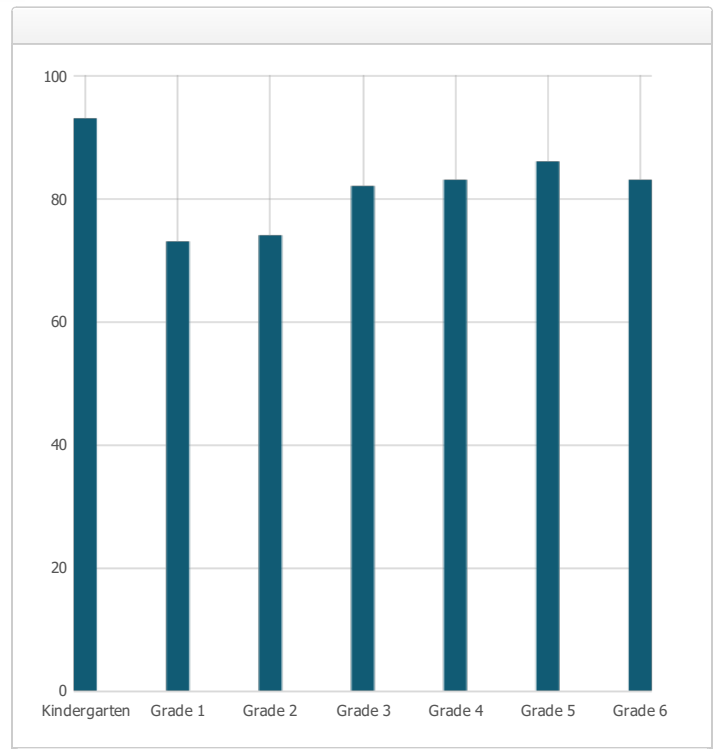
Last updated: 12/17/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.7 %
American Indian or Alaska Native	0.3 %
Asian	4.4 %
Filipino	4.2 %
Hispanic or Latino	41.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	43.0 %
Two or More Races	3.0 %
Other	-0.1 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	34.8 %
English Learners	7.5 %
Students with Disabilities	12.4 %
Foster Youth	0.2 %

Last updated: 12/17/2017

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	24	24	255
Without Full Credential				2
Teachers Teaching Outside Subject Area of Competence (with full credential)				
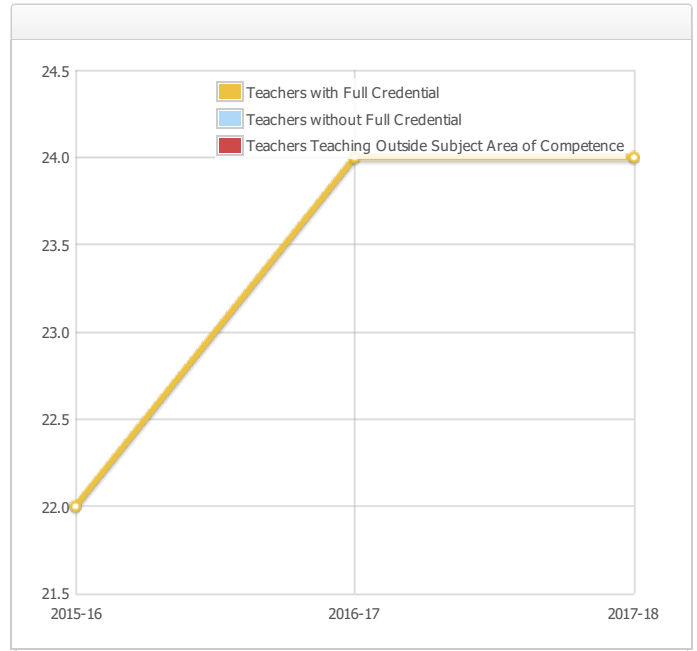
Last updated: 12/19/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
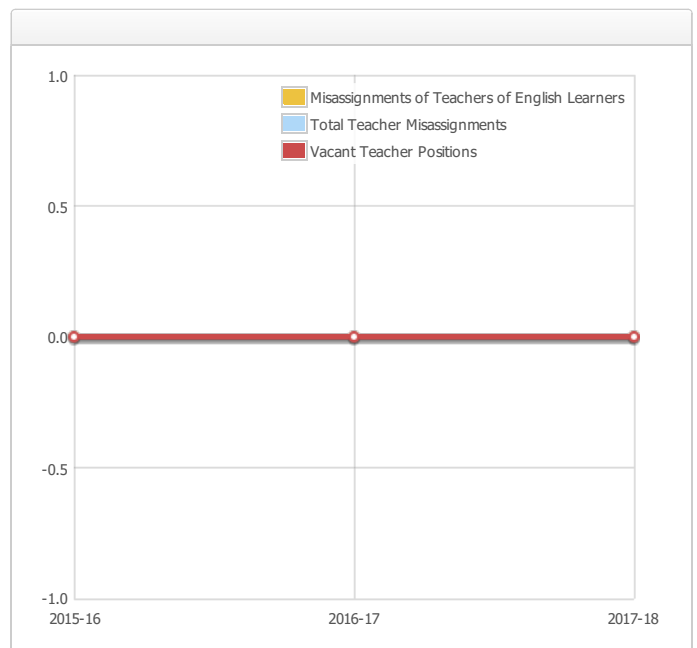
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 12/18/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

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 Ready to Advance TK	Yes	0.0 %
Mathematics	Houghton Mifflin California: Math Expressions	Yes	0.0 %
Science	Houghton Mifflliln- California Science K-2 Pearson California Science 3-6	Yes	0.0 %
History-Social Science	Pearson History/Social Science for California K-5 Harcourt Reflections 6	Yes	0.0 %
Foreign Language			0.0 %
Health	Houghton Mifflin & 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: 12/18/2017

School Facility Conditions and Planned Improvements

The school facility is checked monthly to ensure that is safe and clean. The grounds are kept up weekly.

The new Learning Center will be complete winter 2018. This space will have a Media Center, Maker Space, and Library. The construction of the new Administrative building will begin in spring 2018.

Last updated: 12/19/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2017

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	Restrooms will be remodeled throughout the school.
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 2017

Overall Rating	Good

Last updated: 12/19/2017

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 (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	61%	62%	59%	60%	48%	48%
Mathematics (grades 3-8 and 11)	46%	53%	47%	49%	36%	37%

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: 12/17/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	331	330	99.70%	61.82%
Male	182	182	100.00%	57.14%
Female	149	148	99.33%	67.57%
Black or African American	15	15	100.00%	73.33%
American Indian or Alaska Native				
Asian	16	16	100.00%	87.50%
Filipino	15	15	100.00%	73.33%
Hispanic or Latino	127	126	99.21%	49.21%
Native Hawaiian or Pacific Islander				
White	148	148	100.00%	66.22%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	122	121	99.18%	48.76%
English Learners	40	39	97.50%	28.21%
Students with Disabilities	48	48	100.00%	18.75%
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: 12/17/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	331	330	99.70%	53.03%
Male	182	182	100.00%	52.20%
Female	149	148	99.33%	54.05%
Black or African American	15	15	100.00%	53.33%
American Indian or Alaska Native				
Asian	16	16	100.00%	81.25%
Filipino	15	15	100.00%	86.67%
Hispanic or Latino	127	126	99.21%	38.10%
Native Hawaiian or Pacific Islander				
White	148	148	100.00%	59.46%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	122	121	99.18%	33.88%
English Learners	40	39	97.50%	20.51%
Students with Disabilities	48	48	100.00%	16.67%
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: 12/17/2017

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	83.0%	82.0%	76.0%	71.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note:The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/17/2017

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	8.2%	27.1%	47.1%

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: 12/17/2017

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 (School Year 2017-18)

Classroom teachers provide opportunities for parents to support the instructional program through presentations, working with small groups or individual students, or orchastrating materials to be prepared at school or at home. The school encourages parents to participate on the Pinetree School Site Council. Parents can become involved in supporting the school by joining the PTA and participating in PTA sponsored events.

State Priority: Pupil Engagement

Last updated: 12/19/2017

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.5%	0.4%	1.1%	0.6%	0.2%	0.5%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
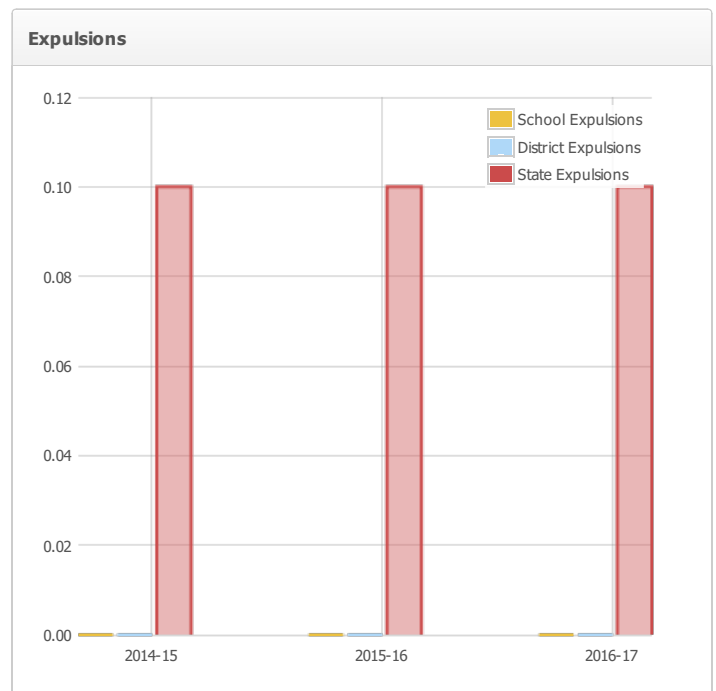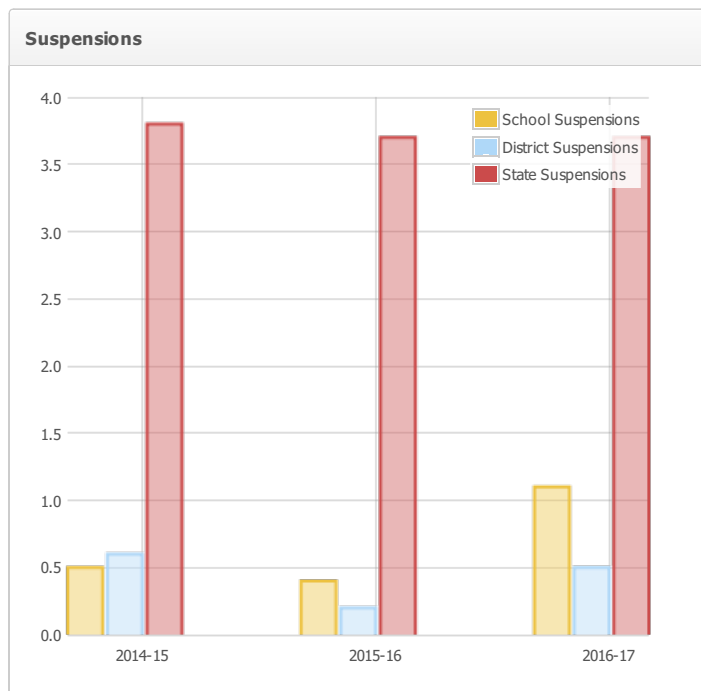
Last updated: 12/18/2017

School Safety Plan (School Year 2017-18)

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: child abuse reporting procedures, disaster procedures, school suspension and expulsion guidelines, procedures to notify teachers of dangerous pupils, sexual harrasment policies, procedures for safe ingress and egress of pupils, parents, and staff to and from school, school discipline rules and consequences, and hate crime procedures and policies.

The School Safety Plan was most recently revised and approved February 9, 2017.

Last updated: 12/19/2017

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	--

Last updated: 12/18/2017

Average Class Size and Class Size Distribution (Elementary)

	2014-15				2015-16				2016-17			
		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	1	2	0	25.0	0	3	0	23.0	0	4	0
1	22.0	0	3	0	20.0	2	1	0	24.0	0	3	0
2	29.0	0	2	0	23.0	0	3	0	26.0	0	2	0
3	24.0	1	3	0	26.0	0	3	0	24.0	1	3	0
4	29.0	0	3	0	32.0	0	2	0	30.0	0	2	1
5	26.0	0	3	0	34.0	0	0	2	34.0	0	0	2
6	29.0	1	0	3	30.0	1	0	3	26.0	1	3	0
Other	0.0	0	0	0	15.0	1	0	0	0.0	0	0	0

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

Last updated: 12/19/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

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)	0.5	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5933.0	$983.0	$4949.0	$78054.0
District	N/A	N/A	$4975.0	$73958.0
Percent Difference – School Site and District	N/A	N/A	-0.5%	5.4%
State	N/A	N/A	$6574.0	$78363.0
Percent Difference – School Site and State	N/A	N/A	-28.2%	-0.4%

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

Last updated: 12/18/2017

Types of Services Funded (Fiscal Year 2016-17)

- Title II, Part A - Teacher Quality & Class Size Reduction
- Title III, Part A - Limited English Proficient (LEP)
- LCFF Base and Concentration Grants

Last updated: 12/18/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,991	$48,678
Mid-Range Teacher Salary	$66,876	$78,254
Highest Teacher Salary	$88,426	$96,372
Average Principal Salary (Elementary)	$104,102	$122,364
Average Principal Salary (Middle)	$	$125,958
Average Principal Salary (High)	$	$126,758
Superintendent Salary	$180,000	$212,818
Percent of Budget for Teacher Salaries	36.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
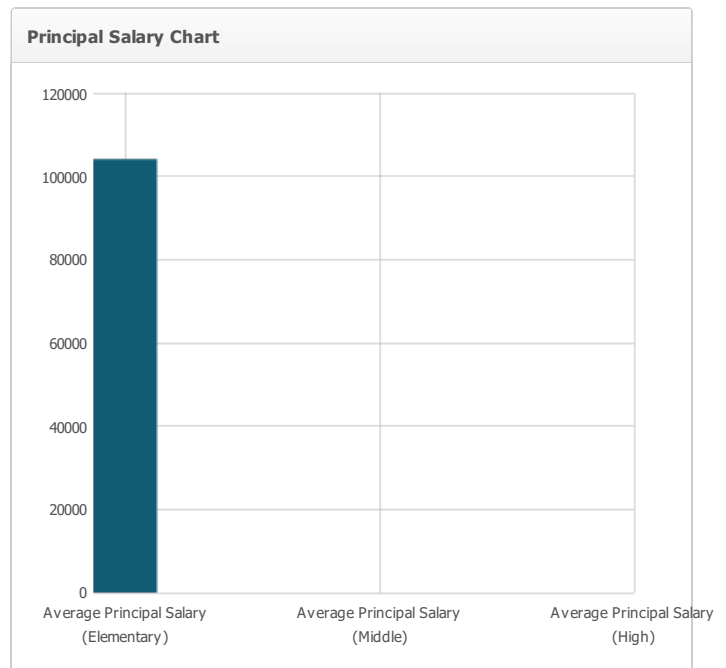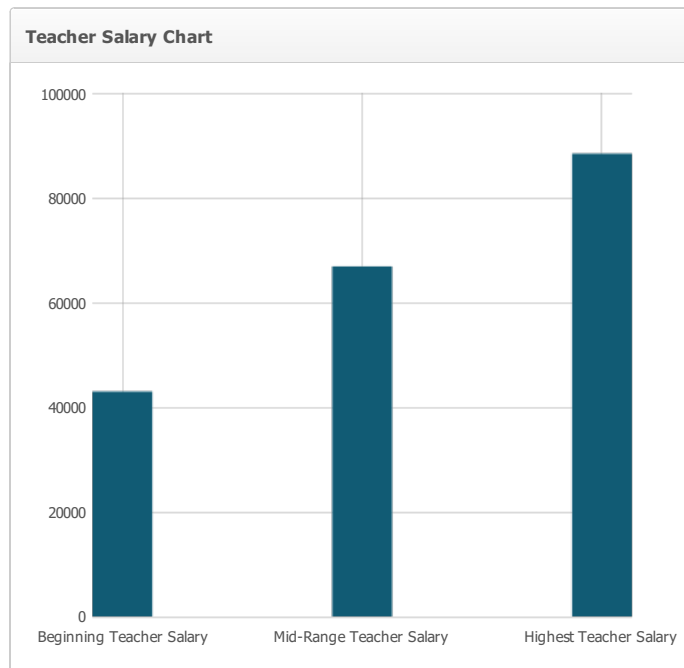
Last updated: 12/20/2017

Professional Development

The District Office provides three days of professional development outside of the school year. They also provide professional development two additional days during the school year. Two Tuesdays per month are dedicated to professional development that take place after the shortened school day. 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, Teacher Induction, 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: 12/19/2017