Pinetree Community Elementary

California Department of Education
School Accountability Report Card
Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/.

- View this SARC online at the school and/or LEA Web sites.

- 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 and community members should contact the school principal or the district office.

Jane D'Anna, Principal

Principal, Pinetree Community Elementary

About Our School

Pinetree Community School has undergone a tremendous transformation. Over the past four years, our school has consistently been closing the achievement gap with our significant student subgroups. A large part of our success can be attributed to the excellence and dedication of our teachers, committed support staff, professional development, continuous reflection on teaching practice and student learning, an effective response to intervention model, continuous data analysis, and collaboration that takes place on a weekly basis.

Our school goals are aligned with the goals of A Blueprint For Great Schools. They include:

•Providing students with challenging and interesting learning

•Using a variety of teaching strategies, techniques, and technology to meet the needs of diverse learners

•Promoting continued educational growth for students, parents, and staff

•Promoting a safe and orderly learning environment

•Creating and maintaining positive, effective communication between home, school, and the community

Parents are an integral part of our school community. They devote many volunteer hours to help support our school and academic programs. Additionally, our PTA provides funds to help support our partnership with Cultivating Creative Minds, a nonprofit organization that provides specialized classes (art, music, and drama) to our students.

In closing, our school vision is focused on elevating our students' performance and wellbeing 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.

Contact

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Canyon Country, CA
91387

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View Larger Map
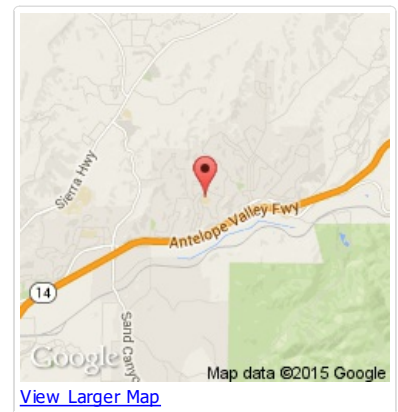
About This School

Contact Information - Most Recent Year

School	
School Name	Pinetree Community Elementary
Street	29156 Lotusgarden Dr.
City, State, Zip	Canyon Country, Ca, 91387
Phone Number	661-298-2280
Principal	Jane D'Anna, Principal
E-mail Address	jdanna@sssd.k12.ca.us
Web Site	http://pinetree.sssd.k12.ca.us/pages/Pinetree
County-District-School (CDS) Code	19650456107205

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

Last updated: 1/26/2015

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 drives 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 fifth 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-English Language Development (PACT/ELD) response to intervention model. PACT/ELD 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 will be grouped in either advanced/proficient, basic, below-basic, and far-below-basic. Each group will be targeting the standard at the students' instructional level for 35 minutes of direction instruction 1st-6th (5 days a week) and 30 minutes for K. Students who have mastery will be able to extend their learning by exploring other content areas connected to the standard. PACT/ELD provides students with differentiated instruction and flexible grouping to ensure that students are appropriately placed. PACT/ELD 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. 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. Parents are an integral part of the school community. The

PTA devotes many volunteer hours to support our academic program. Additionally, they provide funds, which support programs such as music, physical education, and art as well as technology, disaster preparedness, and other site needs.

Spanish version of the SARC can be found at: http://pinetree.sssd.k12.ca.us/pages/Pinetree/School_Info/Annual_SARC_Report_Card

Last updated: 1/26/2015

## Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	66
Grade 1	71
Grade 2	94
Grade 3	79
Grade 4	78
Grade 5	109
Grade 6	96
Total Enrollment	593
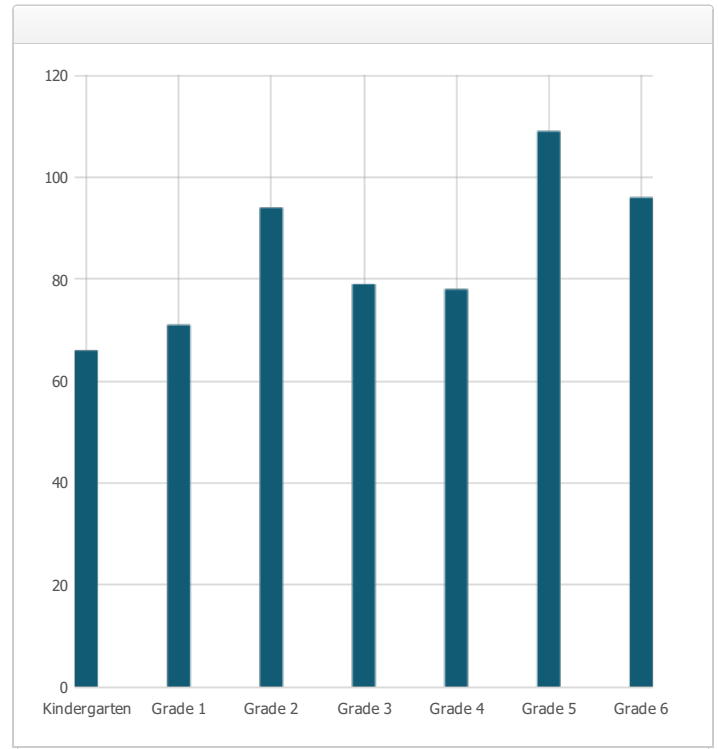
Last updated: 1/20/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.5
Asian	2.7
Filipino	3.0
Hispanic or Latino	27.2
Native Hawaiian or Pacific Islander	0.2
White	58.5
Two or More Races	4.0
Socioeconomically Disadvantaged	31.9
English Learners	9.1
Students with Disabilities	12.3
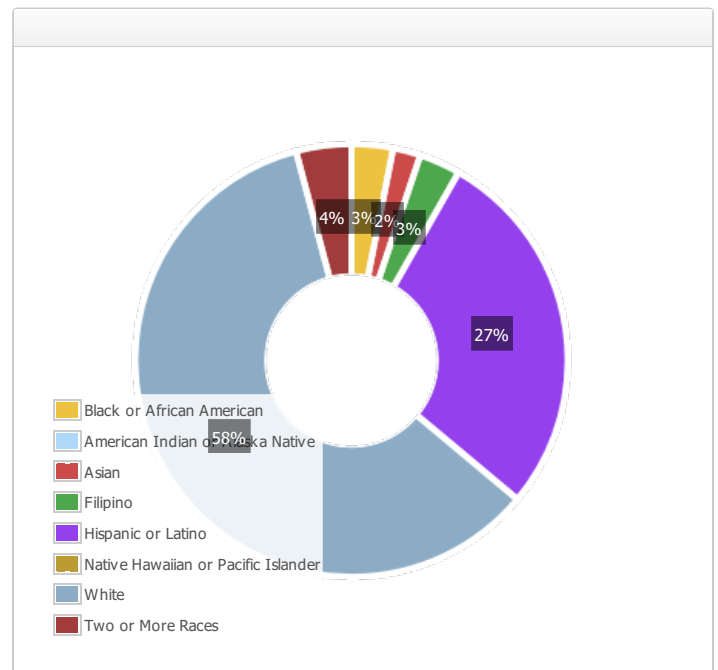
Last updated: 1/20/2015

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	24	25	24	256
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
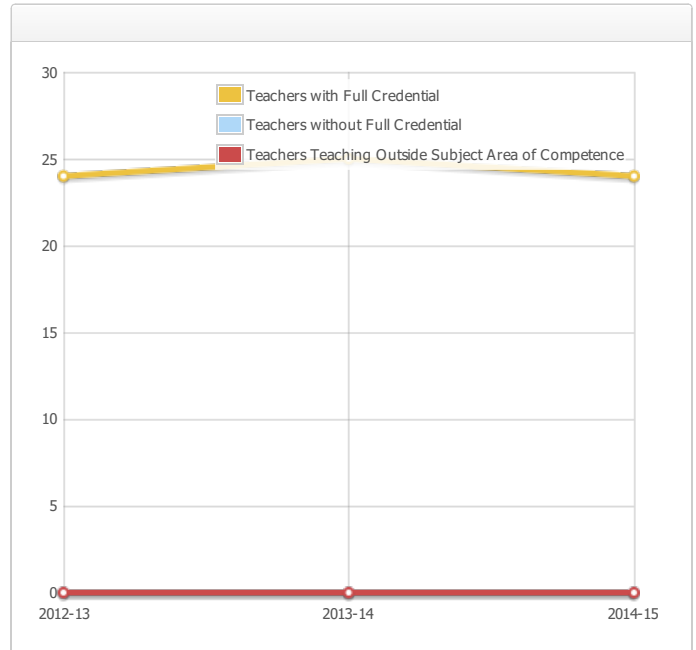
Last updated: 1/20/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments*	1	1	0
Vacant Teacher Positions	0	0	0
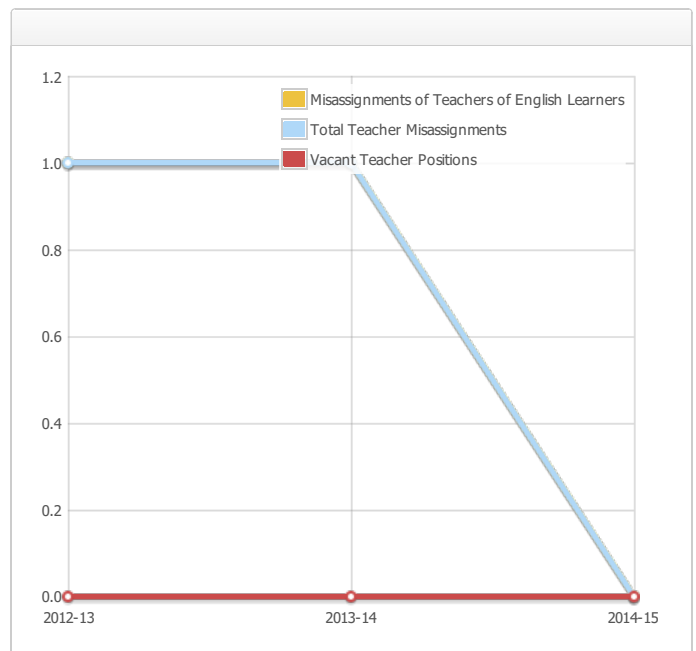
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/20/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	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.

Last updated: 1/20/2015

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

Year and month in which data were collected: December 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading Language (K-6) (Adopted 2003) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	No	0.0
Mathematics	Math Expressions	Yes	0.0
Science	cott Foresman California Science (3-6) Houghton Mifflin California Science (K-2) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	Yes	0.0
History-Social Science	Scott Foresman History-Social Studies (K-5) (2007) Harcourt History-Social Studies (6) (2007) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	Yes	0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/20/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Pinetree Community School was built in 1988 and therefore is
26 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, 20 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 31 computers,
SMART Board, and a closed-circuit television studio. Additionally, there is a
supplemental computer lab with 30 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. Pinetree has a large library
with books, tables, carpet area, and computer center for learning. The play
area consists of a large field with a 1/5-mile track, soccer field, and
softball fields. There is a large jungle gym and sand box area, two black top
areas for primary and upper grade students to play tetherball, handball,
volleyball, and basketball. There is a separate sandbox area for kindergarten
students with swings, jungle gym, and a black top play area. The school has
prepared a well-stocked emergency bin located on campus.

This year's planned improvements include beginning facilities upgrade project. Handprints were added to a mural outside of our front office.

Last updated: 1/20/2015

School Facility Good Repair Status - Most Recent Year

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 - Most Recent Year

Overall Rating	Exemplary

Last updated: 1/20/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	81	67	93	73	65	76	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/20/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	76
All Students at the School	93
Male	95
Female	91
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	81
Native Hawaiian or Pacific Islander	
White	95
Two or More Races	
Socioeconomically Disadvantaged	87
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	62%	64%	70%	62%	65%	65%	54%	56%	55%
Mathematics	64%	72%	76%	64%	65%	67%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	7	7	8
Similar Schools	2	4	8

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	6	14	24
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	18	11	
Native Hawaiian or Pacific Islander			
White	3	21	8
Two or More Races			
Socioeconomically Disadvantaged	8	50	41
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.1%	22.4%	47.7%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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: 1/20/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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: 1/20/2015

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

- High school dropout rates; and
- High school graduation rates.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

	School			District			State		
Rate	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	16.00	11.00	3.00	84.00	73.00	55.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10
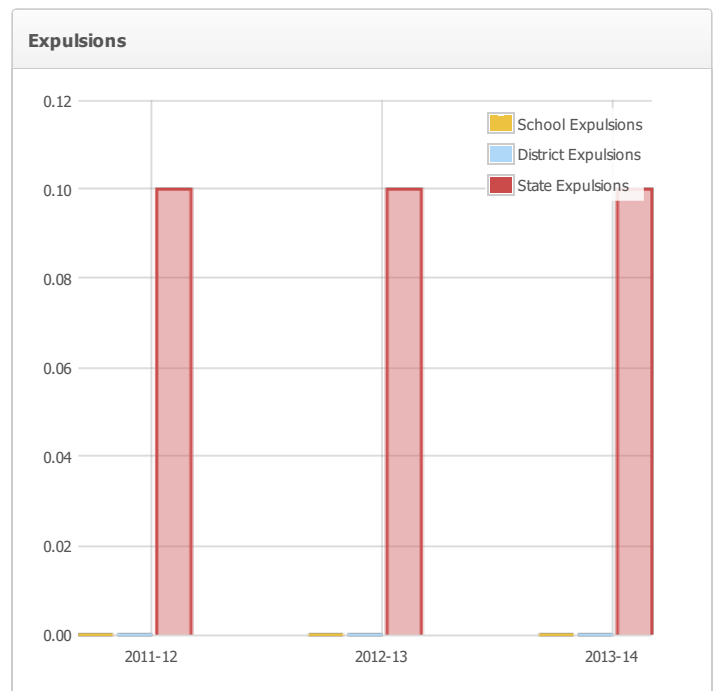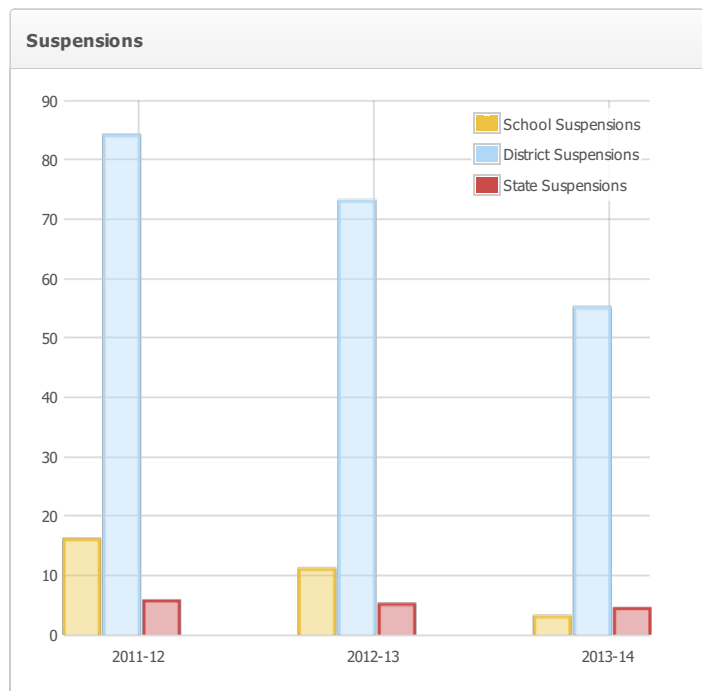
Last updated: 1/20/2015

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.

Last updated: 1/20/2015

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 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	No	No
Met Graduation Rate	N/A	N/A

Last updated: 1/20/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	44.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/20/2015

Average Class Size and Class Size Distribution (Elementary)

| | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
| | | 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	18.8	4	0	0	22.0		3		22.0		3	
1	19.4	4	1	0	17.0	2	3		14.0	2	3	
2	19.5	2	2	0	15.0	3	2		24.0	1	3	
3	26.8	0	4	0	20.0	2	2		16.0	3	2	
4	31.7	0	3	0	23.0	1	4		16.0	3	2	
5	27.7	0	3	0	20.0	2	3		22.0	1	4	
6	27.5	1	1	2	22.0	1	3		24.0	1	3	
Other												

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

Last updated: 1/20/2015

| | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
| 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+ |

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

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

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

Last updated: 1/20/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$5,370	$830	$4,539	$65,890
District	N/A	N/A	$5,611	$68,577
Percent Difference – School Site and District	N/A	N/A	19.00%	4.00%
State	N/A	N/A	$4,690	$70,788
Percent Difference – School Site and State	N/A	N/A	3.00%	7.00%

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

Last updated: 1/20/2015

## Types of Services Funded (Fiscal Year 2013-14)

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

Last updated: 1/20/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,411	$41,507
Mid-Range Teacher Salary	$62,862	$67,890
Highest Teacher Salary	$83,477	$86,174
Average Principal Salary (Elementary)	$98,174	$109,131
Average Principal Salary (Middle)	$00	$111,937
Average Principal Salary (High)	$00	$109,837
Superintendent Salary	$160,123	$185,462
Percent of Budget for Teacher Salaries	39.0%	42.0%
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
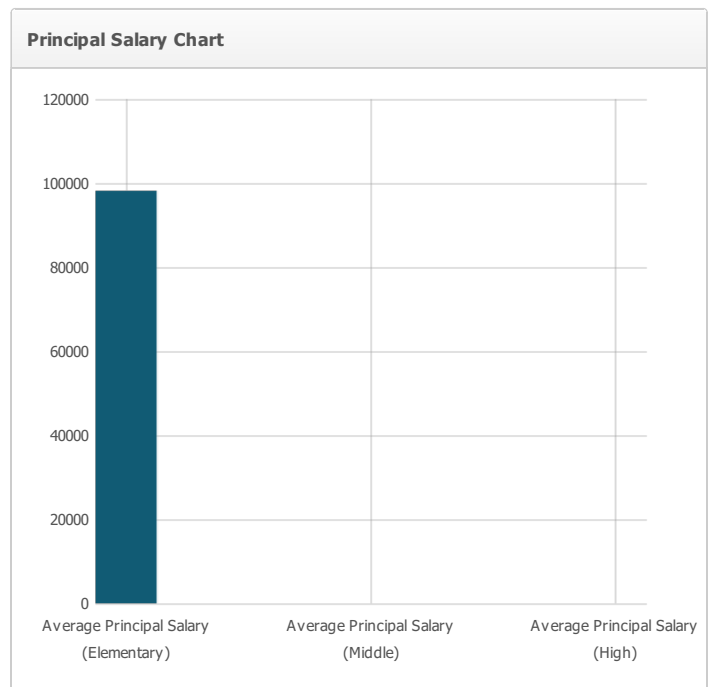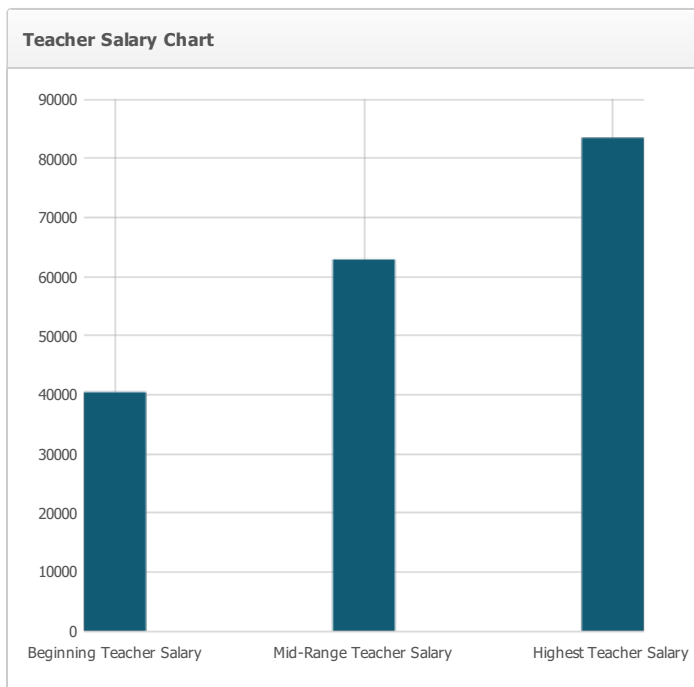
Last updated: 1/20/2015

Professional Development — Most Recent Three Years

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

Last updated: 1/20/2015