

Pinetree Community Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 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 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/fq/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 being above typical state averages. Our students will be proficient or advanced in essential California State 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 Elementary
29156 Lotusgarden Dr.
Canyon Country, CA 91387-1840

Phone: 661-298-2280
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About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Sulphur Springs Union	School Name	Pinetree Community Elementary
Phone Number	(661) 252-5131	Street	29156 Lotusgarden Dr.
Superintendent	Catherine Kawaguchi	City, State, Zip	Canyon Country, Ca, 91387-1840
E-mail Address	ckawaguchi@sssd.k12.ca.us	Phone Number	661-298-2280
Web Site	http://www.sssd.k12.ca.us	Principal	Mrs. Deb Stilson, Principal
		E-mail Address	dstilson@sssd.k12.ca.us
		County-District-School (CDS) Code	19650456107205

Last updated: 1/31/2017

School Description and Mission Statement (School Year 2016-17)

Pinetree Community School Mission Statement: Pinetree Community School students will be proficient or advanced in essential California State 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. In 2013-2014, Pinetree earned the distinction of California Distinguished School.

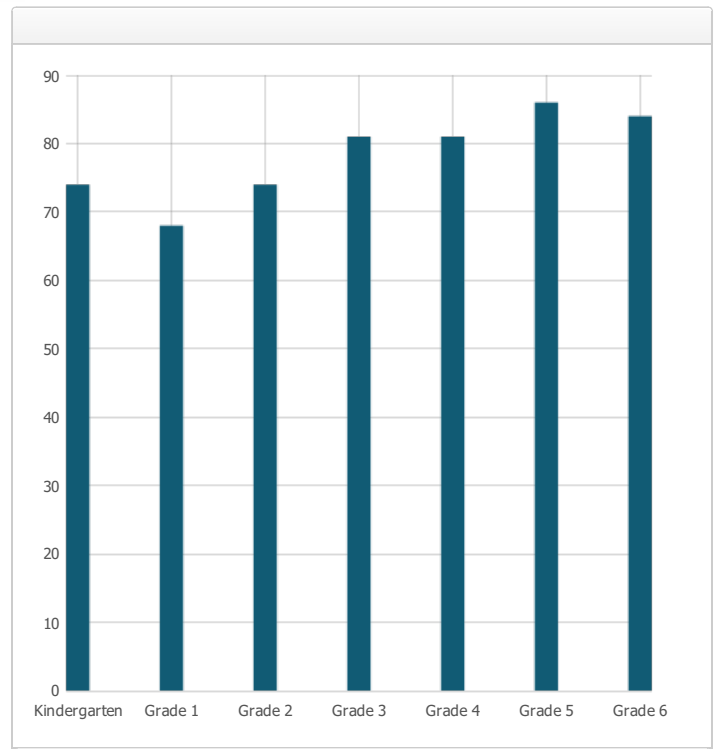
A large part of our success can be attributed to the excellence of our experienced teaching staff. This is the seventh year of our Professional Learning Community (PLC) at Pinetree. Our PLC operates on four essential questions; 1. What do we want students to learn? 2. How will we know they learned it? 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 1st-6th grade, 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. Our teachers are GLAD (Guided Language Acquisition and Design) trained and excel in this teaching mode. They are well versed in the California State Standards and 21st Century learning that teaches students to 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: 1/31/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	74
Grade 1	68
Grade 2	74
Grade 3	81
Grade 4	81
Grade 5	86
Grade 6	84
Total Enrollment	548



Last updated: 1/31/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.8 %
American Indian or Alaska Native	0.4 %
Asian	2.4 %
Filipino	4.6 %
Hispanic or Latino	39.8 %
Native Hawaiian or Pacific Islander	0.0 %
White	45.4 %
Two or More Races	3.6 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	35.6 %
English Learners	7.7 %
Students with Disabilities	12.8 %
Foster Youth	0.7 %

Last updated: 1/31/2017

A. Conditions of Learning

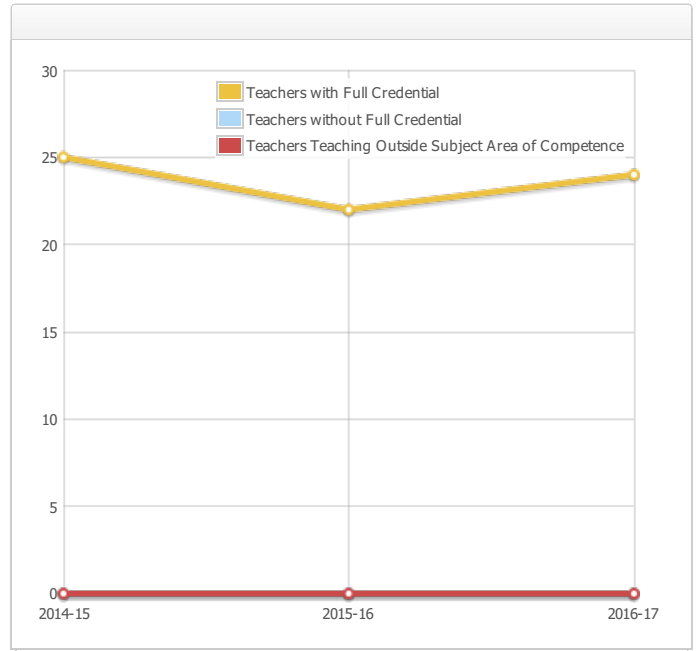
State Priority: Basic

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	25	22	24	252
Without Full Credential	0	0	0	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/31/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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.

Last updated: 1/31/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

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

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

Last updated: 1/31/2017

School Facility Conditions and Planned Improvements

Pinetree Community School was built in 1988 and therefore is 28 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. Each classroom is equipped with one SMART Board, a teacher iPad, and 3:1 class set of iPads for student usage. Eight classrooms are complete SMART Classrooms, which includes a second SMART Board. All classrooms and the cafeteria have air conditioning and forced air heat. There are restrooms located in the upper grade wing, the primary grade wing, the kindergarten classroom area, and outside the MPR. Restrooms are cleaned daily as is the cafeteria, classrooms, and grounds. The campus also has two computer labs; one in the upper grade pod containing 36 computers, and one in the lower grade pod containing 26 computers. Additionally, there is a Chrome Book cart that contains 36 Chrome Books which is able to be checked out by all grade levels. 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: 1/31/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: February 2016

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 repairs 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 concrete and asphalt areas throughout the school campus and parking lot have cracks. We continue to work with our maintenance department to address this issue.

Overall Facility Rate

Year and month of the most recent FIT report: February 2016

Overall Rating	Good
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Last updated: 1/31/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	56.0%	61.0%	55.0%	59.0%	44.0%	49.0%
Mathematics (grades 3-8 and 11)	48.0%	46.0%	46.0%	47.0%	33.0%	37.0%

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.

Last updated: 1/31/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	79	97.5%	74.7%
Male	42	41	97.6%	75.6%
Female	39	38	97.4%	73.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	36	94.7%	61.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.0%	82.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	31	96.9%	67.7%
English Learners	--	--	--	--
Students with Disabilities	14	14	100.0%	42.9%
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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	79	97.5%	43.0%
Male	44	43	97.7%	37.2%
Female	37	36	97.3%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	34	97.1%	32.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	34	97.1%	47.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.0%	25.8%
English Learners	--	--	--	--
Students with Disabilities	11	11	100.0%	9.1%
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	87	85	97.7%	64.7%
Male	51	49	96.1%	63.3%
Female	36	36	100.0%	66.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	15	88.2%	73.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	54	100.0%	57.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	27	96.4%	63.0%
English Learners	--	--	--	--
Students with Disabilities	14	14	100.0%	14.3%
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 on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	87	85	97.7%	61.2%
Male	42	40	95.2%	52.5%
Female	45	45	100.0%	68.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	21	20	95.2%	80.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	44	43	97.7%	51.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	41	40	97.6%	62.5%
English Learners	--	--	--	--
Students with Disabilities	12	12	100.0%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	79	97.5%	55.7%
Male	42	41	97.6%	56.1%
Female	39	38	97.4%	55.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	36	94.7%	44.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.0%	60.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	31	96.9%	45.2%
English Learners	--	--	--	--
Students with Disabilities	14	14	100.0%	21.4%
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 on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	78	96.3%	47.4%
Male	44	42	95.5%	52.4%
Female	37	36	97.3%	41.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	34	97.1%	29.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	34	97.1%	61.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.0%	29.0%
English Learners	--	--	--	--
Students with Disabilities	11	10	90.9%	10.0%
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 on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	87	85	97.7%	38.8%
Male	51	49	96.1%	44.9%
Female	36	36	100.0%	30.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	15	88.2%	46.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	54	100.0%	37.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	27	96.4%	37.0%
English Learners	--	--	--	--
Students with Disabilities	14	14	100.0%	14.3%
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	87	85	97.7%	44.7%
Male	42	40	95.2%	42.5%
Female	45	45	100.0%	46.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	21	20	95.2%	25.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	44	43	97.7%	48.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	41	40	97.6%	40.0%
English Learners	--	--	--	--
Students with Disabilities	12	12	100.0%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	93.0%	83.0%	82.0%	76.0%	76.0%	71.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/31/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	87	85	97.7%	82.4%
Male	51	49	96.1%	81.6%
Female	36	36	100.0%	83.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	15	88.2%	73.3%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	54	54	100.0%	83.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	27	96.4%	74.1%
English Learners	--	--	--	--
Students with Disabilities	14	14	100.0%	57.1%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 1/31/2017

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.3%	28.6%	47.6%

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: 1/31/2017

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 2016-17)

Classroom teachers provide opportunities for parents to support the instructional program through presentations, working with small groups or individual students, or orchestrating materials to be prepared at school or at home. The school encourages parents to participate on the Pinetree School Site Council. Parents can become involved in supporting the school by joining the PTA and participating in PTA sponsored events. Some of the annual events are the Harvest Festival, Book Fairs, Celebrations Around the World, Parent/Student Dances, and the Academic Olympics (academic and athletic fundraiser).

State Priority: Pupil Engagement

Last updated: 1/31/2017

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

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

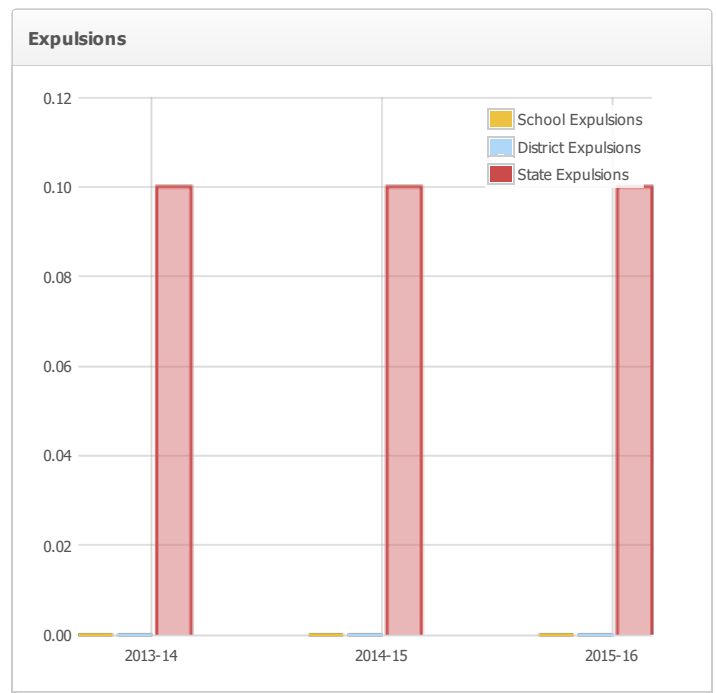
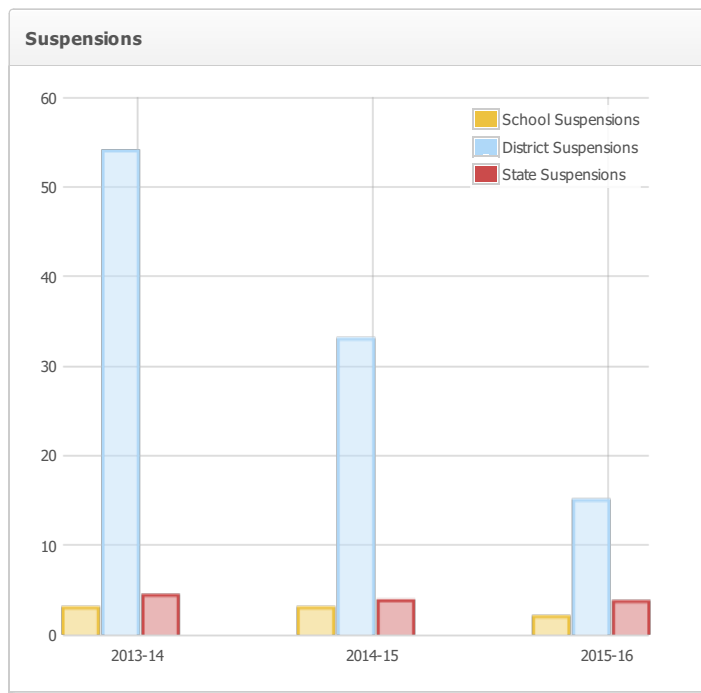
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.0	3.0	2.0	54.0	33.0	15.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/31/2017

School Safety Plan (School Year 2016-17)

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 harassment policies, school-wide dress code relating to gang-related apparel, procedures for safe ingress and egress of pupils, parents, and staff to and from school, school discipline rules and consequences, and hate crime reporting procedures and policies.

The School Safety Plan was most recently revised and approved February 24th, 2016.

Last updated: 1/31/2017

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 2016-17)

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	3
Percent of Schools Currently in Program Improvement	N/A	33.0%

Note: Cells with NA values do not require data.

Last updated: 1/31/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	0	3	0	22.0	1	2	0	24.6	0	3	0
1	22.6	0	3	0	22.3	0	3	0	20.3	2	1	0
2	31.0	0	3	0	29.0	0	3	0	23.0	0	3	0
3	29.6	0	3	0	27.0	0	3	0	26.0	0	3	0
4	30.0	0	2	0	29.5	0	2	0	32.6	0	2	2
5	26.3	0	3	0	25.6	0	3	0	34.0	0	0	3
6	31.0	0	3	0	34.0	0	0	3	36.0	0	0	2
Other	0.0	0	0	0	0.0	0	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: 1/31/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

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.

Last updated: 1/31/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6197.0	\$1013.0	\$5184.0	\$75933.0
District	N/A	N/A	\$5057.0	\$72730.0
Percent Difference – School Site and District	--	--	2.5%	4.4%
State	N/A	N/A	\$5677.0	\$75137.0
Percent Difference – School Site and State	--	--	--	5.0%

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

Last updated: 1/31/2017

Types of Services Funded (Fiscal Year 2015-16)

- Gifted and Talented Education (GATE)

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

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

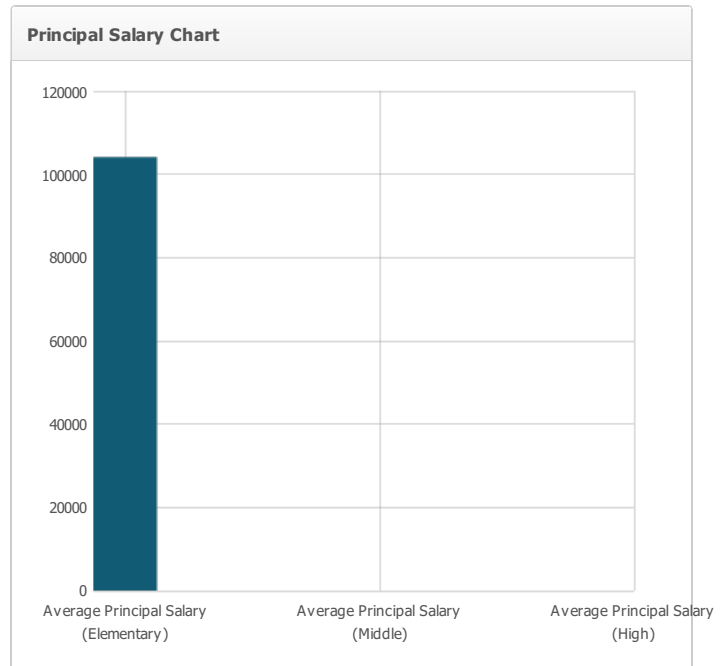
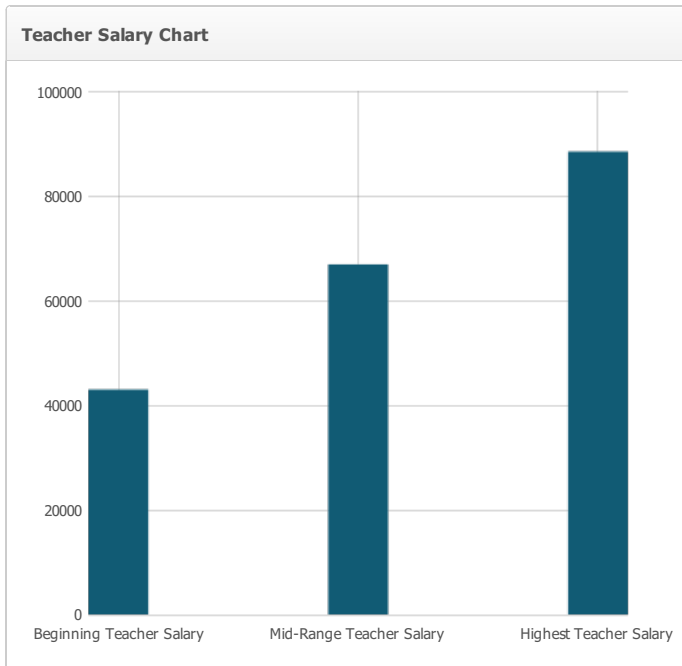
- LCFF Base and Concentration Grants

Last updated: 1/31/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,981	\$44,573
Mid-Range Teacher Salary	\$66,876	\$72,868
Highest Teacher Salary	\$88,426	\$92,972
Average Principal Salary (Elementary)	\$104,102	\$116,229
Average Principal Salary (Middle)	\$	\$119,596
Average Principal Salary (High)	\$	\$121,883
Superintendent Salary	\$161,724	\$201,784
Percent of Budget for Teacher Salaries	38.0%	39.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/31/2017

Professional Development

The Sulphur Springs Union School District is firmly committed to providing professional development for all teachers to support the successful progress for our students' academic and social development. Our continued professional development is based on data reflecting our students' academic and social needs.

The professional development offered is grade level or content specific, and addresses the current California State Standards. Professional development 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: 1/31/2017