

Pinetree Community Elementary

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address: 29156 Lotusgarden Dr.
Canyon Country, CA , 91387-1840

Principal: Stephanie Cruz

Phone: (661) 252-9110

Grade Span: K-6

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Stephanie Cruz

📍 Principal, Pinetree Community Elementary

About Our School

Pinetree Community School is #1

Are you ready to start another amazing year at Pinetree? We have such a hard-working PTA who plans really great events all year long. They have a full calendar of activities and events this year. They put on the Academic Olympics in September, a Spring Carnival is in the planning for Spring, and several movie nights will take place throughout the year. There will be Bingo for Books, Celebrations Around the World, and a Chili Cook-off...just to mention a few. I am very proud of our students as they continue to reach new heights in their Accelerated Reading by achieving their goals and going beyond to reach 150%. This year we will continue to focus on raising student attendance, which is so important for the growth of our students. Our classes compete monthly to celebrate high rates of attendance with a

very large trophy that travels to the winning class every month.

I am thankful each day for our students, parents, and staff. Big thanks to our PTA for providing the Enrichment Program for our students and so much more. Thanks to all our parent and community volunteers...it takes everyone to make our school the great school that it is!

Contact

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

Phone: [\(661\) 252-9110](tel:6612529110)

Email: scruz@sssd.k12.ca.us

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

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

School Contact Information (School Year 2022–23)

School Name	Pinetree Community Elementary
Street	29156 Lotusgarden Dr.
City, State, Zip	Canyon Country, CA , 91387-1840
Phone Number	(661) 252-9110

Principal	Stephanie Cruz
Email Address	scruz@sssd.k12.ca.us
Website	https://www.sssd.k12.ca.us/site/Default.aspx?PageID=619
County-District-School (CDS) Code	19650456107205

Last updated: 1/17/23

School Description and Mission Statement (School Year 2022–23)

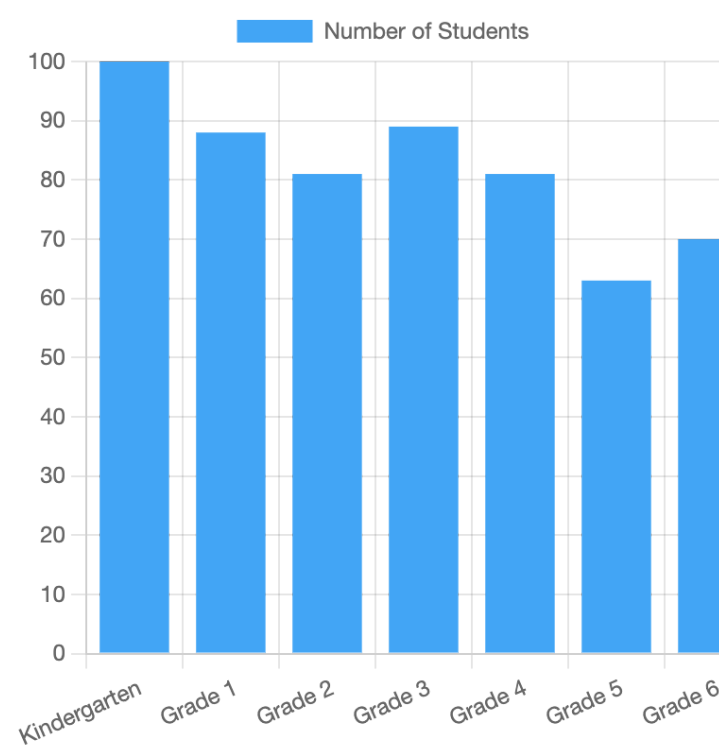
Pinetree Community School provides an exceptional education that addresses students' unique learning styles, cultivates critical thinking skills, builds strong character, and enables students to make meaningful and positive contributions to the world. Our school community fosters the development of lifelong learners able to demonstrate the knowledge, skills, and values required to be productive global citizens. These attributes are developed within a learning environment led by teachers and support staff who regularly create engaging, inspiring, and challenging opportunities for students to demonstrate their understanding.

All staff at Pinetree are committed to supporting the development and growth of the whole child by ensuring that we have created and maintained a campus that is safe, nurturing, and a positive learning environment allowing all students to achieve their maximum potential. Learning opportunities are centered around high level thinking, hands on learning, and social emotional development.

Last updated: 1/17/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	100
Grade 1	88
Grade 2	81
Grade 3	89
Grade 4	81
Grade 5	63
Grade 6	70
Total Enrollment	572



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/17/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	50.00%
Male	50.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.50%
Asian	2.30%
Black or African American	3.10%
Filipino	4.70%
Hispanic or Latino	46.20%
Native Hawaiian or Pacific Islander	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	5.20%
Foster Youth	0.50%
Homeless	0.30%
Migrant	0.00%
Socioeconomically Disadvantaged	50.00%
Students with Disabilities	12.80%

Student Group	Percent of Total Enrollment
Two or More Races	7.50%
White	34.30%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

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

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/17/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/17/23

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

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

Last updated: 1/11/23

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

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

Last updated: 1/11/23

Class Assignments

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

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: Not Available

The District provides curriculum and materials for all students in grade TK-6.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance	Yes	0%
Mathematics	Houghton Mifflin California Math Expressions	Yes	0%
Science	McGraw Hill - Inspire Science	Yes	0%
History-Social Science	Studies Weekly	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/18/23

School Facility Conditions and Planned Improvements

Overall, is in excellent condition. There are no safety hazards on campus, and the grounds, buildings, and restrooms are in good condition. Our district takes great efforts to ensure that all schools are clean, safe, and functional. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Last updated: 1/18/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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

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

Overall Facility Rate

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

Overall Rating

Exemplary

Last updated: 1/17/23

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [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).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

?The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

Subject	School 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	54%	N/A	50%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	47%	N/A	39%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on

the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/17/23

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment

**Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

?The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	304	304	100.00	0.00	53.95
Female	147	147	100.00	0.00	59.86
Male	157	157	100.00	0.00	48.41
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	68.75
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	143	143	100.00	0.00	52.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	26	100.00	0.00	53.85
White	95	95	100.00	0.00	51.58
English Learners	17	17	100.00	0.00	17.65
Foster Youth	0	0	0	0	0
Homeless				0	
Military	34	34	100.00	0.00	41.18
Socioeconomically Disadvantaged	138	138	100.00	0.00	51.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	43	100.00	0.00	20.93

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: 1/17/23

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment

**Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

?The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.?

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	304	304	100.00	0.00	47.37
Female	147	147	100.00	0.00	48.30
Male	157	157	100.00	0.00	46.50
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	75.00
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	64.29
Hispanic or Latino	143	143	100.00	0.00	36.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	26	100.00	0.00	69.23
White	95	95	100.00	0.00	49.47
English Learners	17	17	100.00	0.00	5.88
Foster Youth	0	0	0	0	0
Homeless					
Military	34	34	100.00	0.00	38.24
Socioeconomically Disadvantaged	138	138	100.00	0.00	36.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	43	100.00	0.00	9.30

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: 1/17/23

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

?The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.?

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	N/T		N/T		28.5	29.47

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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: 1/17/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

?The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.?

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	65	65	100.00	0.00	41.54
Female	29	29	100.00	0.00	31.03
Male	36	36	100.00	0.00	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	30	30	100.00	0.00	26.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	44.44
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	30	100.00	0.00	23.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Last updated: 1/17/23

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 2021–22) Percentage of Students Participating in each of the five Fitness Components

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

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	99%	99%	99%	99%	99%
7	%	%	%	%	%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/18/23

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

At Pinetree Community School, we take the “community” component to heart. We invite and welcome our families to be actively involved in their children’s time at the school.

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

Pinetree School’s PTA is an active part of the school community. Families volunteer their time to create positive experiences for students including: family nights, book fairs, school carnivals, field trips, restaurant fundraisers, and school assemblies.

Parents are invited to participate in Site Council, evening workshops, English Language Advisory Committee (ELAC), District Conferences, attend Pinetree School’s awards assemblies, and actively participate in parent conferences.

Before the academic year begins, the Parent Teacher Association holds a welcome event to encourage families to become involved. Classes are encouraged to have all parents sign up for the PTA and parents are encouraged to attend the monthly PTA meetings.

Parent volunteers are an integral part of the success of Pinetree. To accommodate working parents and a variety of schedules Volunteer trainings are offered virtually and at various times throughout the school year.

Though we still monitor the amount of volunteers on campus due to COVID19, we have welcomed parent volunteers back onto the campus to support in the classrooms, on field trips, and during family nights. Additionally, each classroom has a room parent, who assists in coordinating class activities.

Throughout the academic year, families are invited to campus to learn about academic expectations, their children’s daily routines, and academic progress at: Back to School Night, Goal Setting Conferences, Parent Conferences, and Open House.

Our school site uses ParentSquare for teachers to send out frequent communication in parents’ desired language to their families. Additionally, every Sunday, the Principal sends a weekly message in parents’ desired language informing families of current announcements and upcoming events.

State Priority: Pupil Engagement

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

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

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	624	609	96	15.8
Female	306	300	43	14.3
Male	318	309	53	17.2
American Indian or Alaska Native	3	3	0	0.0
Asian	19	19	3	15.8
Black or African American	22	21	7	33.3
Filipino	29	28	1	3.6
Hispanic or Latino	286	280	56	20.0
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	45	45	4	8.9
White	211	204	23	11.3
English Learners	32	32	7	21.9
Foster Youth	6	4	0	0.0
Homeless	3	2	0	0.0
Socioeconomically Disadvantaged	311	301	67	22.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	107	104	28	26.9

Last updated: 1/17/23

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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.31%	0.61%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.16%	0.96%	0.23%	1.44%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/17/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.96	0.00
Female	0.98	0.00
Male	0.94	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.55	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.42	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.61	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.80	0.00

Last updated: 1/17/23

School Safety Plan (School Year 2022–23)

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

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

The most recent Safety Plan was reviewed with stakeholders (parent, staff and community members) in January 2023 and Board approved on March 9, 2022.

Last updated: 1/17/23

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	1	4	
1	25.00		3	
2	23.00	1	2	
3	25.00		3	
4	35.00			2
5	31.00		2	
6	31.00		2	
Other**	22.00	2	2	

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

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

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

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

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

** "Other" category is for multi-grade level classes.

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.60
Social Worker	
Nurse	0.33
Speech/Language/Hearing Specialist	1.40
Resource Specialist (non-teaching)	
Other	0.00

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

Last updated: 1/18/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6609.00	\$1353.00	\$5256.00	\$79606.00
District	N/A	N/A	\$5123.00	\$76440.00
Percent Difference – School Site and District	N/A	N/A	2.59%	4.14%
State	N/A	N/A	\$6593.62	\$87271.00
Percent Difference – School Site and State	N/A	N/A	-20.00%	-9.00%

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

Last updated: 2/14/23

Types of Services Funded (Fiscal Year 2021–22)

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

Title I funding is used for the following:

- Professional Development
- Teachers on Special Assignment (TOSA)
- Tier II and III Reading Intervention (Orton Gillingham)

Title II funds are utilized to support professional development which enhances early learning strategies. TOSAs and LSTs are provided to support instruction through professional development and coaching opportunities.

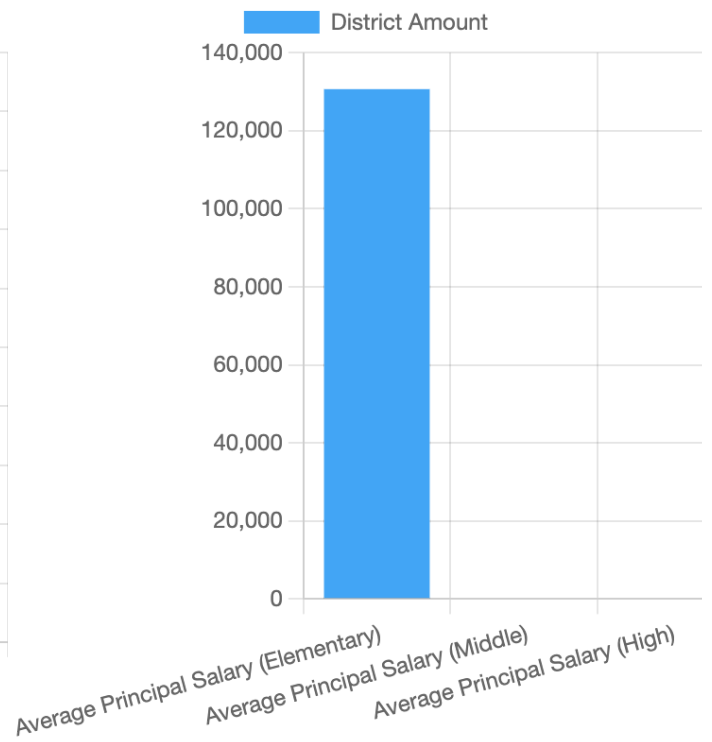
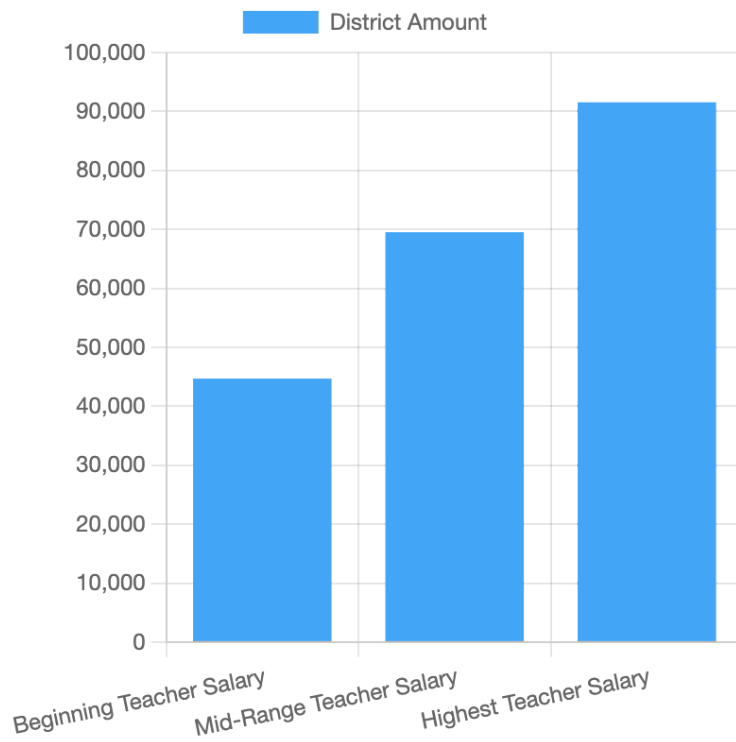
Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English Learner, and to expand parent engagement activities.

Last updated: 1/18/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44686.00	\$52640.75
Mid-Range Teacher Salary	\$69514.00	\$83981.39
Highest Teacher Salary	\$91548.00	\$107521.97
Average Principal Salary (Elementary)	\$130604.00	\$136246.56
Average Principal Salary (Middle)	\$0.00	\$142247.57
Average Principal Salary (High)	\$0.00	\$139199.00
Superintendent Salary	\$198606.00	\$242165.89
Percent of Budget for Teacher Salaries	31.03%	34.07%
Percent of Budget for Administrative Salaries	4.81%	5.47%

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



Last updated:

Professional Development

The District provides professional development to address the needs of students and teachers in core and supplemental curriculum as well as social emotional support.

Measure	2020– 21	2021– 22	2022– 23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/17/23

