

# ANNUAL REPORT TO OUR COMMUNITY\*ANNUAL REPORT

## PINEWOOD – 2008-09

### OUR SCHOOL

Pinewood School is located east of Placerville in Pollock Pines at an elevation of 4,000 feet. Pinewood School, one of two schools in the Pollock Pines School District, serves students in kindergarten through fourth grade. The enrollment is 404 students. Mission statement: Pinewood School staff is dedicated to instill and nurture in every child a love for lifelong learning. We strive to provide a happy, safe, trusting, loving, respectful, and accepting atmosphere. Our balanced curriculum emphasizes basic skills with a focus on literacy. We will provide students with the tools and experiences to achieve personal excellence in academic learning, critical thinking, self-expression, and citizenship. Pinewood School — Learning Today for a Better Tomorrow!

Parents are encouraged and asked to be partners in their child’s education. Parents play very important roles in Pinewood School through their active participation and involvement in School Site Council, Parent Teacher Club, various annual events, regular volunteering of their services in the classroom and, most importantly, their direct and indirect support of our program for students.

### SCHOOL FACILITIES AND SAFETY

Pinewood School contains 18 permanent classrooms, eight relocatable teaching stations, a computer laboratory, a media center, and a multipurpose room (gym) with a stage. The Internet is accessible from all classrooms, the library, and the computer lab. A modernization process that included the installation of air conditioning and carpeting has been completed. New windows, cabinetry, and heating equipment have been installed. Additional state funding (Critical Hardships) has resulted in repaving and electrical improvement projects. The campus is accessible to the disabled. A before- and after-school childcare program is available on campus. Head Start and State Preschool programs are located on campus as well.

Procedures that include fire, earthquake and emergency preparedness are in place regarding campus safety. Order and safety on campus are a high priority as reflected in our student rules and behavior standards. The School Safety Plan is updated annually. Various staff members supervise the playground and lunchroom, and all school equipment and facilities are regularly maintained. School facilities are kept clean and free of litter and graffiti by effectively trained and scheduled personnel. All efforts to ensure

building safety, cleanliness, and adequacy have been successful.

This table displays the results of the most recently completed school site inspection to determine the school facility’s good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			New Safety Tile for Fall Material Installed
Roofs	✓			
Overall Cleanliness	✓			

### INSTRUCTIONAL MATERIALS

The Pollock Pines School District has a regular procedure for the evaluation and selection of textbooks that involves staff from all schools. This ensures that learning materials

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are aligned with the state frameworks curriculum standards, and up to date.

Language Arts materials were adopted in 2001-02, Social Studies in 2005-06, Science in 2006-07, and Mathematics in 2007-08. All supporting materials are in place in classrooms. Materials for other curriculum areas are relevant and of good quality. There are more than sufficient quantities of books and materials available to support each student. All classrooms are equipped with computers and printers.

## LEARNING CLIMATE

Discipline at Pinewood School strives to be firm, fair, and consistent. There is an emphasis on positive reinforcement and self-esteem building practices. Except for major infractions, the classroom teacher and/or yard duty staff, with timely parent contacts, handle disciplinary action. More severe discipline problems involve the principal. In 2007-08, the suspension rate was 2.5% and the expulsion rate was 0. During 2006-07, the rate of suspensions was 3.9% and the rate of expulsions was 0. During 2005-06, the suspension rate was 2.9% and the expulsion rate was 0.

Students are recognized for positive behavior and performance by individual teachers and school-wide programs. Our Student of the Week program recognizes positive behavior. Students make positive contributions to the school via serving on Student Council and as hall monitors.

## SUPPORT SERVICES

Pinewood School provides a variety of support services to students in addition to the individual support provided by each classroom teacher. We currently provide services in the area of counseling, health, and testing, as well as providing specialized instructional settings and consultation for those students with special learning needs. We currently share the services of a part-time nurse, psychologist, and full-time speech and language specialist. In addition, we have a full-time resource specialist, Title I reading teacher, library and computer technicians, and a CARE paraprofessional.

Our Student Support Team process provides a forum to discuss individual student needs. Parents are often encouraged to be involved in student support activities.

## INSTRUCTION

The curriculum and instructional strategies at Pinewood School are aligned with the State Frameworks and content standards.

The Language Arts/Reading Program strives to integrate not only all the areas of reading and language arts but also the other content areas as well. In both math and science, a balance between hands-on experience and content acquisition is stressed. In social studies as well as all other areas, critical thinking and problem solving activities are included. Fourth grade students participate in weekly music activities, and third grade students participate in weekly music activities for half of the year.

Students with special needs receive services from the school's instructional staff through an integrated approach. There is outstanding communication between regular class teachers, special needs teachers and support personnel that ensures adequate assistance and equal access and participation of all students in the learning program. GATE activities are coordinated by the district coordinator. Student success is closely monitored through ongoing assessment, both in students' regular classes and in supplemental support programs (special education and Title I). Class sizes do not exceed 20 students in grades K-3 and promote this process for each student. Collective data is also compiled regarding under-performing groups, English Learners (including California English Language Development Test results), Title I students, and other significant subgroups.

All students benefit from an exceptional technology infrastructure and instructional program, including weekly lessons in our computer lab conducted by a computer technician.

## CURRICULUM IMPROVEMENT

The kindergarten program has been greatly strengthened via implementing a full-day schedule in 2002-03. The lengthened day facilitates meeting state standards with a developmentally appropriate approach.

Curriculum improvement activities have been tailored to the school and district. These activities are essential for mainstreaming and improving the quality of our instructional program.

Current improvement efforts are primarily focused on language arts and mathematics. The Step-up to Writing program was implemented during the 2007-08 school year with all classroom and support teachers being trained. Aligning the language arts and mathematics programs with the recently adopted state standards are priorities. The Open Court Reading and Houghton Mifflin Mathematics programs have been implemented. The Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) model is in place throughout the school.

If you have any questions regarding the information presented in this report, they may be directed to the principal, Ralph Haslam, at 644-2384.

Statistical data regarding student performance, teachers, textbooks, class size, enrollment, and school finances may be found on the following pages.

# STUDENT PERFORMANCE

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## CALIFORNIA STANDARDS TEST (CST)

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	51	52	54	52	52	54	42	43	46
Mathematics	57	66	69	50	54	55	40	40	43
Science				52	50	67	35	38	46
History-Social Science				36	44	38	33	33	36

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*		
Hispanic or Latino	43	50		
White (not Hispanic)	56	70		
Male	46	72		
Female	57	66		
Economically Disadvantaged	42	57		
English Learners	*	*		
Students with Disabilities	31	58		

# ACCOUNTABILITY

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

## API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	7	7	8
Similar Schools	5	6	8

## API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	3	19	0	835
White (not Hispanic)	9	17	-4	840
Socioeconomically Disadvantaged	-12	28	-1	794

## Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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

Schools receiving Title I funding enter Federal Program Improvement (PI) if they do not make adequate yearly progress for two consecutive years. There are no schools in Pollock Pines School District identified as a PI school.

## TEACHERS

The teachers at Pinewood School have an average of 18 years of teaching experience.

## Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	21	22	22	37
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence			--	N/A

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District		
Low-Poverty Schools in District		

# CURRICULUM AND INSTRUCTIONAL MATERIALS

## Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Open Court Reading (2003).	0
Mathematics	Houghton Mifflin California Math (2009).	0
Science	Pearson Scott Foresman, California Science (2008)	0
History-Social Science	Harcourt, Reflections (2006)	0
Health	--	NA
Visual and Performing Arts	--	NA

## CLASS SIZE AND ENROLLMENT

Class size in all grades will stabilize at 20 students or less. The number of students in each class may vary slightly from the reported average because of student mobility into and out of our district.

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom) as of early October.

Grade Level	2005-06			Avg. Class Size	2006-07			Avg. Class Size	2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-20	21-32			33+	1-20			21-32	33+	1-20	21-32	33+
K	18.8	5			20.8	2	2		21.3		4.0			
1	20.3	2	1		20.0	3			16.5	4.0				
2	19.5	2			19.0	2			19.5	2.0				
3	18.3	3			20.0	3			19.7	3.0				
4	27.7		3		29.5		2		28.0		3.0			
K-3	19.3	4			19.6	5			17.5	4.0				
3-4					16.0	1								

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	85
Grade 1	77
Grade 2	80
Grade 3	79
Grade 4	85
Total Enrollment	406

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0.49 %
American Indian or Alaska Native	2.96 %
Asian	0.25 %
Filipino	0.25 %
Hispanic or Latino	10.34 %
White (not Hispanic)	85.71 %
Socioeconomically Disadvantaged	39 %
English Learners	2 %
Students with Disabilities	16 %

## SCHOOL FINANCES

Special programs offered at Pinewood School include special education, library, Title I reading, computer lab, and counseling.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the

district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,574	\$2,131	\$5,443	\$53,558
District	\$7,522	\$2,193	\$5,329	\$54,787
Percent Difference – School Site and District	0	0	2%	-2.2%
State	--	--	\$5,300	\$54,322
Percent Difference – School Site and State	--	--	2.7%	-1.4%

### Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37780	\$37322
Mid-Range Teacher Salary	\$50529	\$53824
Highest Teacher Salary	\$66628	\$67700
Average Principal Salary (Elementary)	\$83428	\$85507
Average Principal Salary (Middle)	\$83428	\$91421
Superintendent Salary	\$115706	\$104993
Percent of Budget for Teacher Salaries	37.5 %	37.6 %
Percent of Budget for Administrative Salaries	7.1 %	6.4 %