

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Pinewood Elementary School	District Name	Pollock Pines Elementary School District
Street	6181 Pine Street	Phone Number	530.644.5416
City, State, Zip	Pollock Pines, CA 95726	Web Site	www.ppesd.org
Phone Number	530.644.2384	Superintendent	Kevin Monsma
Principal	Brent Malicote	E-mail Address	kmonsma@ppesd.org
E-mail Address	bmalicote@ppesd.org	CDS Code	09-61960-6005680

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

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 377 students. Our balanced curriculum emphasizes basic skills with a focus on literacy. Kindergarten - third grade students participate in our research-based, leveled PALS (Phonics and Literacy Skills) program. Our core curriculum consists of the following: English Language Arts - Open Court, Mathematics - Houghton-Mifflin, Science - Scott Foresman, and Social Studies - Harcourt. The Step Up to Writing program is implemented school-wide. Fourth grade students participate in weekly music lessons. Students and programs receive support from our media and computer lab technicians. Pinewood's technology infrastructure was recently significantly upgraded, resulting in high speed campus-wide connectivity and an increased variety of easily-accessed applications. Pinewood has a full time speech pathologist and a Title I reading teacher who both provide services to the most needy students in kindergarten through fourth grade. We provide students with the tools and experiences to achieve personal excellence in academic learning, critical thinking, self-expression, the arts, and citizenship.

Vision Statement

The Pinewood Way: Working together to inspire each child to reach their full potential and become successful lifelong learners.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are encouraged and asked to visit and volunteer in classrooms as much as possible. The Parent Teacher Club is very active in supporting students, families, and programs. Many activities are coordinated during the year such as fund raisers to update technology in classrooms and social events like the Winter Spectacular. Some are traditional/ occur "every year," some are "new ideas" and some are in response to opportunities and needs that arise. Pinewood's School Site Council also meets regularly; parents can be involved by serving as elected representatives or attending meetings and contributing to sponsored activities.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	89
Grade 1	72
Grade 2	72
Grade 3	82
Grade 4	72
Total Enrollment	387

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.5	White	82.4
American Indian or Alaska Native	2.8	Two or More Races	0.3
Asian	1	Socioeconomically Disadvantaged	52.5
Filipino	0.8	English Learners	3.1
Hispanic or Latino	11.9	Students with Disabilities	14.2
Native Hawaiian/Pacific Islander	0.3		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09			2009-10			2010-11					
	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								24	0	4	0	
1								23	0	2	0	
2								19.6	1	4	0	
3								22.3	1	3	0	
4								32.5	0	1	1	

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

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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. During 2010/11, the suspension rate was 6.98% and the expulsion rate was 0. In 2009/10, the suspension rate was 2.61% and the expulsion rate was 0. During 2008/09, the rate of suspensions was 0.74% and the rate of expulsions 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.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.74	2.61	6.98	12.35	12.38	7.59
Expulsions	0	0	0	0.94	0.42	0.29

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: January 2012

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.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	Repaired Fire Panel
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	Seatback broken on spring rider
Overall Rating	[X]	[]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	21	19	19	34
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence				---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

* 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	.60	---
Psychologist	.2175	---
Social Worker	0	---
Nurse	.20	---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)	0	---
Other		---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: November, 2011

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 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Open Court Reading (2003).	Yes	0
Mathematics	Houghton Mifflin California Math (2009).	Yes	0
Science	Pearson Scott Foresman, California Science (2008)	Yes	0
History-Social Science	Harcourt, Reflections (2006)	Yes	0
Foreign Language		Yes	
Health		Yes	
Visual and Performing Arts		Yes	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$8,507	\$2,691	\$5,816	\$62,627
District	---	---	\$5,941	\$62,835
Percent Difference: School Site and District	---	---	-2.10%	-0.80%
State	---	---	\$5,455	\$57,071
Percent Difference: School Site and State	---	---	6.8%	-10.4%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,425	\$38,744
Mid-Range Teacher Salary	\$54,066	\$55,509
Highest Teacher Salary	\$71,185	\$70,567
Average Principal Salary (Elementary)	\$97,521	\$92,338
Average Principal Salary (Middle)	\$97,521	\$96,427
Average Principal Salary (High)	\$0	\$94,401
Superintendent Salary	\$139,171	\$109,381
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	11%	7%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	59	56	53	57	58	60	49	52	54
Mathematics	70	69	66	56	58	55	46	48	50
Science	0	0	0	66	68	66	50	54	57
History-Social Science	N/A	N/A	N/A	47	49	70	41	44	48

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	60	55	66	70
All Student at the School	53	66	0	N/A
Male	51	67	0	N/A
Female	55	65	0	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	0	0	0	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	25	48	0	N/A
Native Hawaiian/Pacific Islander				N/A
White	57	70	0	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	43	57	0	N/A
English Learners	0	0	0	N/A
Students with Disabilities	37	42	0	N/A
Students Receiving Migrant Education Services				N/A

* 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.

X. Accountability

Academic Performance Index

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

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2008	2009	2010
Statewide	8	8	7
Similar Schools	6	8	6

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	14	-11	-18
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	11	-9	-7
Two or More Races	N/D		
Socioeconomically Disadvantaged	19	-17	-18
English Learners			
Students with Disabilities			

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

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	207	811	507	821	4,683,676	778
Black or African American	4		13	781	317,856	696
American Indian or Alaska Native	7		19	803	33,774	733
Asian	1		2		398,869	898
Filipino	2		3		123,245	859
Hispanic or Latino	27	726	54	760	2,406,749	729
Native Hawaiian/Pacific Islander	0		0		26,953	764
White	166	827	416	831	1,258,831	845
Two or More Races	0		0		76,766	836
Socioeconomically Disadvantaged	99	769	250	787	2,731,843	726
English Learners	9		16	638	1,521,844	707
Students with Disabilities	41	707	76	730	521,815	595

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in 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 Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	Yes
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2011-12)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	50

XI. Instructional Planning and Scheduling**Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

The 2010-11 school year calendar included three staff development days.