



Pine Elementary

3295 Holt Road • Holtville, CA 92250 • 760-356-2615 • Grades K-8

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Holtville Unified School District

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**Director of Projects and
Assessments**
Mitchell W. Drye
Director of Technology
Patricia Harrison
**Local Control and Accountability
Plan Coordinator**

School Description

Pine School is located in the rural, agricultural community of Holtville, which is located 120 miles east of San Diego, 225 miles southeast of Los Angeles, 40 miles west of the California/Arizona border and 20 miles northeast of Mexicali, Baja California, Mexico.

Pine School is a K-8 school approximately 6 miles north of Holtville and serves approximately 194 students. Pine School recently transitioned to a technology-driven, one-to-one, cloud-based, paperless school. Each student is assigned an iPad. Also, each classroom, the library, cafeteria and computer lab is equipped with LCD projectors, carts for portability, Apple TVs, speakers, and internet capable 60" televisions. Each teacher is assigned an iPad and Mac books with internet connectivity. The entire Pine campus is wireless, where teachers, students, and visitors can go outside and use the technology outside when weather permits. Under the Apple Connect Education program, Pine is provided with a full-time support person from Apple and access to Apple Connect Education partners, like Google, Microsoft, and others to manage student access while using this new technology. With the BIG 2.0 grant, Pine is scheduled to receive high-speed connectivity to the state-of-the-art technology backbone, connecting it with the internet world, via fiber cable, also providing redundancy for all Imperial Valley's network. In November of 2018, Holtville Unified School District administered a parent survey and parents responded strongly that they feel their school is clean and well maintained. In addition, parents felt they had input, were able to communicate with staff, and were well informed. In August of this year, the Imperial County of Education performed a FIT, Facility Inspection Tool, where they walk through the campus and inspect it based on a number of points, and Pine Elementary School was rated as "good". In addition to technology, core math, and core English Language Arts, Pine has a very active sports program, Gifted and Talented Education - Honors program, and a creative arts program. Pine Elementary School continues to grow in all areas of instruction. Pine's goal is to provide a rigorous curriculum aligned with state standards in order to raise student achievement. Pine School strives to enhance academic, physical, and social skills using technology, arts, sports and more to bring education to life in the lives of each and every one of our students. Pine School staff is committed to the education of every child. Students are provided access to the curriculum and appropriate interventions. Pine Elementary School believes the community, home, and school share the responsibility for a child's education and development, but also encourage our staff to seek out corporate sponsors to give our students a taste of life in the world of business and research, so that all of our students have fun in becoming productive citizens and lifelong learners and leaders!

Vision Statement:

Pine students are expected to do the very best they can in all endeavors. It is our goal to enhance students' academic, social, physical skills so that they will be productive citizens and lifetime learners.

Mission Statement:

We believe that every student has value and can learn. Our staff is committed to the education of every child and believes that the community, home, and school share the responsibility for child education and development.

About the SARC

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, 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	8
Grade 1	24
Grade 2	21
Grade 3	14
Grade 4	22
Grade 5	15
Grade 6	20
Grade 7	19
Grade 8	25
Total Enrollment	168

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	76.8
Native Hawaiian or Pacific Islander	0.0
White	22.0
Socioeconomically Disadvantaged	62.5
English Learners	39.3
Students with Disabilities	11.9
Foster Youth	0.0

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			
Pine Elementary	16-17	17-18	18-19
With Full Credential	9	11	11
Without Full Credential	2	1	0
Teaching Outside Subject Area of Competence	0	0	0
Holtville Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	78
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Pine Elementary	16-17	17-18	18-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

At the end of the year, textbooks are ordered on an as needed basis. All students have textbooks and all teachers have the needed instructional materials. Textbooks are ordered at the end of each year on an as needed basis. All students have the required textbooks. Teachers have the necessary instructional materials for their classes. on September 17th of 2018 the board approved resolution 2018/19-006 that all schools had sufficient instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: 2018, September	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance 2017 Pearson, My Perspectives 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Great Minds - Eureka Math, 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K-5, Science, Harcourt, 2007 6, Focus on Earth Science, Prentice Hall 2001 (No) 7, Focus on Life Science, Prentice Hall 2001 (No) 8, Focus on Physical Science, Prentice Hall 2001 (No) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5, Social Studies, Pearson Scott Foresman, 2006 6-7, World History, Holt, Rinehart & Winston, 2002 (No) 8, U. S. History, Holt, Rinehart, Winston, 2002 (No) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Situated on 8.3 acres, Pine Elementary School was originally constructed in 1948 and remodeled in 2002. The original one-room school house is still located on the campus and is used as a storage facility. The campus is comprised of ten classrooms, a library, a computer lab and a special projects room for the creative arts program, G.A.T.E. – Honors classes, EL classes and many other activities. Pine School also has a cafeteria, an office building, brand new concrete volleyball and basketball courts, grassy play areas, and dressing rooms. The facility is constantly inspected by the maintenance and custodial staff and by site and district administration.

In 2015, Pine School was awarded the Pine ConnectED Grant, bringing with it a fully wireless campus and a one-to-one student computer use and resources. All student-used rooms have been upgraded with wireless internet, 60" fully functional flat screen TV's, projectors, Apple TV's, and projector screens. Wireless access has been added to the area outside so that teachers are able to take students outside to learn while still accessing their wireless iPads. Every teacher received a wireless iPad, an Apple laptop, speakers and more. A second grant has been awarded, not yet put into place called the Big 2.0 grant which will provided fiber to Pine School. Pine School is moving toward becoming one of only a few schools in the Imperial Valley to be a technology school. This transition to technology will allow Pine School to fully implement the Common Core, Project Based Initiative, and become a paperless school.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 2018, August		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None Needed
Interior: Interior Surfaces	Fair	Some of the carpet edges are coming up. Repairs in progress.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None Needed
Electrical: Electrical	Good	None Needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Drinking fountains in need of repair. Some of the carpet edges are coming up. Repairs in progress.
Safety: Fire Safety, Hazardous Materials	Good	None Needed
Structural: Structural Damage, Roofs	Good	Some ceiling tiles stained. Some of the carpet edges are coming up. Repairs in progress.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None Needed
Overall Rating	Good	

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. 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); 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	50.0	47.0	51.0	54.0	48.0	50.0
Math	40.0	38.0	39.0	42.0	37.0	38.0

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.

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	114	114	100.00	47.37
Male	49	49	100.00	34.69
Female	65	65	100.00	56.92
Hispanic or Latino	87	87	100.00	41.38
White	25	25	100.00	64.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	73	73	100.00	35.62
English Learners	54	54	100.00	29.63
Students with Disabilities	16	16	100.00	25.00
Students Receiving Migrant Education Services	16	16	100.00	18.75

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.

standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	37.5	18.8	12.5
7	52.4	14.3	23.8

* 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.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	114	114	100	37.72
Male	49	49	100	36.73
Female	65	65	100	38.46
Hispanic or Latino	87	87	100	29.89
White	25	25	100	60
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	73	73	100	24.66
English Learners	54	54	100	22.22
Students with Disabilities	16	16	100	18.75
Students Receiving Migrant Education Services	16	16	100	12.5

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.

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

Parents and the community are very supportive of the educational program at Pine School. Through the Pine Community Club, parents are invited to volunteer on campus, participate in fund raising activities, and chaperone field trips. Parents also serve on the School Site Council and as members of the English Learner Advisory Committee.

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.

School Safety Plan

The safety of students and staff is a primary concern of Pine School. To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan was most recently updated in September 2018. It was discussed with the entire faculty and support staff at the beginning of school in September and again at the end of the semester in January. Procedures for what to do in case of an earthquake, fire, or a lock down are practiced at the site on a quarterly basis. All guests to the campus must sign in at the office and wear a visitor's badge at all times. Supervision is provided to ensure the safety of each student before and after school, during lunch and at breaks. Supervision is a responsibility which is shared among teachers and school administration. Safety plans are published on each school's web site, and made available to all stake holders. A printed copy of the Comprehensive School Safety Plan is available at each school site.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	9.6	2.2	2.8
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.2	4.5	5.7
Expulsions Rate	0.0	0.2	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.20
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.50
Psychologist	.2
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	194

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	18	21	8	1		1		1				
1	17	20	24	1	1				1			
2	20	15	21	1	1				1			
3	17	19	14	1	1	1						
4	22	17	22		1		1		1			
5	18	18	15	1	1	1						
6	25	17	20		1	1	1					

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

Professional Development provided for Teachers

Professional development is an on-going process in the Holtville Unified School District. Staff members participate in conferences and workshops throughout the school year. The District provides early release Wednesdays in order to provide all staff with training in areas of need, curriculum development and alignment with the California Standards. Teachers are given release time to work with colleagues in order to look at student data and make changes, as needed, to their lessons in order to prepare all students to meet or exceed state proficiency levels. The focus of professional development continues to be in the areas of math, English Language Arts, and EL improvement. Administrators work closely with other district administrators as well as with the Imperial County Office of Education. Teachers are provided feedback from administration and an on-site teacher resource coach. The Apple ConnectEd Grant provided Pine School teachers and staff professional development two days a month for one year.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,000	\$45,681
Mid-Range Teacher Salary	\$75,227	\$70,601
Highest Teacher Salary	\$95,859	\$89,337
Average Principal Salary (ES)	\$115,516	\$110,053
Average Principal Salary (MS)	\$108,899	\$115,224
Average Principal Salary (HS)	\$124,742	\$124,876
Superintendent Salary	\$151,723	\$182,466
Percent of District Budget		
Teacher Salaries	39.0	33.0
Administrative Salaries	5.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$ 9,594.22	\$ 1,015.33	\$ 8,578.89	\$ 78,037.46
District	◆	◆	\$ 9,453.24	\$76,705
State	◆	◆	\$7,125	\$71,392
Percent Difference: School Site/District			15.17%	-200.0
Percent Difference: School Site/ State			-200.0	-200.0

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Holtville Unified School District provides options for parents and students at four sites: Holtville High School (9th -12th); Holtville Middle School (6th – 8th); Pine School (K-8th); and Emmett S. Finley School (K-5th). In addition, we offer an alternative/continuation high school at Sam Webb High School and Freedom Academy, which is a school of choice. We offer many extra-curricular activities such as band, clubs and sports for our students.

Pine School offers one-to-one iPads, robotics, coding, 3rd – 8th grade Gifted and Talented Education-Honors program , K – 8th grade Creative Arts program, Science, Technology, Engineering, Art and Math (STEAM), project-based learning, after school tutoring, transportation, sports, EL support, and much more to all of our students. The Apple ConnectED grant provides Pine School with one-to-one iPads and technology resources that are offered to students and parents.

The district also offers College Begins in Kindergarten (CBK) as a summer program. AVID (Advancement Via Individual Determination) strategies and college readiness skills have been implemented district wide. All sites within the district offer tutoring opportunities for all students.

Holtville Unified also has a very active Migrant Education Program, which allows students to receive extra tutoring, trips to colleges, and participation in activities such as the Migrant Speech and Debate teams. We have an adult education program which offers ESL, a high school diploma, citizenship and English classes. We have a full transportation department that transports students to and from school as well as our athletes to and from activities. We have a full time nurse for the students as well as two nurse's aides to provide for the health of our students. We are continually looking at the best uses for all funds to meet the needs of our students. Funds to meet the needs of our students.

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).

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.