



Pine Elementary

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Holtville Unified School District

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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 has transitioned to a technology-driven, one-to-one, cloud-based 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 book 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. The Apple Connect Ed program provided Pine with a full-time support person from Apple during the initial implementation of the Connect Ed grant and is providing follow up training on campus this year as well. In November of 2019, 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 walked through the campus and inspected 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!

Mission Statement:

At Pine School we are PROUD:

Persistent- never give up

(overcome challenges, meet your goals)

Respectful- kind and courteous

(build positive relationships)

Organized- on time and ready to learn

(build life skills to prepare you for your future)

Understanding- compassionate

(creates meaningful foundation for relationships)

Disciplined- think before doing

(self-control)

Vision

Pine School shapes global learners today into global leaders tomorrow. We provide a safe and secure environment in which all students are given the opportunity to achieve their maximum academic level while ensuring social and emotional well-being. Through a dedicated and positive staff and a supportive community, we foster creativity by establishing an innovative and flexible learning environment which includes technology and the arts.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	18
Grade 1	18
Grade 2	21
Grade 3	23
Grade 4	19
Grade 5	22
Grade 6	24
Grade 7	22
Grade 8	20
Total Enrollment	187

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
Hispanic or Latino	69
White	29.9
Two or More Races	0.5
Socioeconomically Disadvantaged	58.8
English Learners	26.7
Students with Disabilities	13.4

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 for Pine Elementary	17-18	18-19	19-20
With Full Credential	11	11	11
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Holtville Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	83
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at Pine Elementary

Indicator	17-18	18-19	19-20
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 2019-20)

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 16th of 2019 the board approved resolution 19/20-003 that all schools had sufficient instructional materials.

Textbooks and Instructional Materials

Year and month in which data were collected: 2019, 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

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

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: 2019, 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	Art room; The metal plate is not holding the seam in the carpet in place. Classroom needs running water due to cleaning materials used for art activities.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None Needed

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	Electrical cords in the floor need to be covered.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	The left drinking fountain on the north wall needs the water flow adjusted. Women RR adjust the water flow in the sink.
Safety: Fire Safety, Hazardous Materials	Good	None Needed
Structural: Structural Damage, Roofs	Good	None Needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Remove old basketball posts and net structures. Concrete flooring needs filling in of the extensive cracks.
Overall Rating	Good	Repairs are being done.

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	47	61	54	56	50	50
Math	38	54	42	45	38	39

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	9.1	18.2	18.2
7	13.6	9.1	45.5

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.

**School Year 2018-19 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	132	127	96.21	61.42
Male	63	60	95.24	51.67
Female	69	67	97.10	70.15
Black or African American	--	--	--	--
Hispanic or Latino	92	89	96.74	55.06
White	38	36	94.74	75.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	80	77	96.25	51.95
English Learners	46	45	97.83	42.22
Students with Disabilities	25	23	92.00	34.78
Students Receiving Migrant Education Services	--	--	--	--

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.

**School Year 2018-19 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	132	128	96.97	53.91
Male	63	60	95.24	55.00
Female	69	68	98.55	52.94
Black or African American	--	--	--	--
Hispanic or Latino	92	90	97.83	38.89
White	38	36	94.74	88.89
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	80	78	97.50	38.46
English Learners	46	46	100.00	34.78
Students with Disabilities	25	23	92.00	21.74
Students Receiving Migrant Education Services	--	--	--	--

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 2019-20)

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 January 2020. 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. 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 yard aides, teachers and school administration. Safety plans are published on each school's web site, and made available to all stakeholders. A printed copy of the Comprehensive School Safety Plan is available at each school site.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.2	2.8	2.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.5	5.7	4.8
Expulsions Rate	0.2	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	374.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	.3

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21		1		8	1			18	1		
1	20	1			24		1		17	1		
2	15	1			21		1		21		1	
3	19	1			14	1			23		1	
4	17	1			22		1		19	1		
5	18	1			15	1			22		1	
6	17	1			20	1			24		1	
Other**												

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Holtville Unified School District provides two days of Professional Development in August before the start of school and two additional days during the school year for staff members. Additionally, professional development is an on-going process in the 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,000	\$46,208
Mid-Range Teacher Salary	\$75,227	\$72,218
Highest Teacher Salary	\$95,859	\$92,742
Average Principal Salary (ES)	\$119,030	\$134,864
Average Principal Salary (MS)	\$111,978	\$118,220
Average Principal Salary (HS)	\$111,555	\$127,356
Superintendent Salary	\$151,723	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	33%
Administrative Salaries	4%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$13,693.26	\$2,236.28	\$11,456.97	\$73,648.39
District	N/A	N/A	\$10,016.62	\$75,166.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	13.4	-2.0
School Site/ State	41.7	1.0

Note: Cells with N/A values 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.

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.