

Snowline Joint Unified School District Pinon Hills Elementary School

Grades K through 5
Shawn Premo, Principal



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The statistical information disclosed in this report is obtained from the California Department of Education and the Snowline Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in 10/2008. Those to prepare the school facilities section were acquired in 09/2008.

Principal's Message

I'd like to welcome you to Pinon Hills Elementary School's Annual School Accountability Report Card and thank you for taking the time to review it. This opportunity allows us to be in compliance with Proposition 98, which identifies the school accountability report card as a required notice that every school in California must issue.

It is the belief of Pinon Hills Elementary School that students can and will excel in an environment that is tailored to their evolving needs. Our API and AYP growth during the past 5-7 years reflects the great strides we have made during that time. Although we recognize our areas of need and concern, we are extremely proud that we continue to strive to meet all academic goals set by the state, district and federal governments.

Our hard working staff are both skilled and dedicated to the success of all students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important.

Our goal in presenting you with this information is to keep our community, and the public in general, well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is my opinion and that of the Snowline School District that a well-informed public is vital in continuing to advance student abilities and knowledge in an ever-evolving world. Thank you for helping Pinon Hills Elementary School change with the times and maintain flexibility in this and future endeavors.

Mission Statement

Learning for ALL...Whatever It Takes.

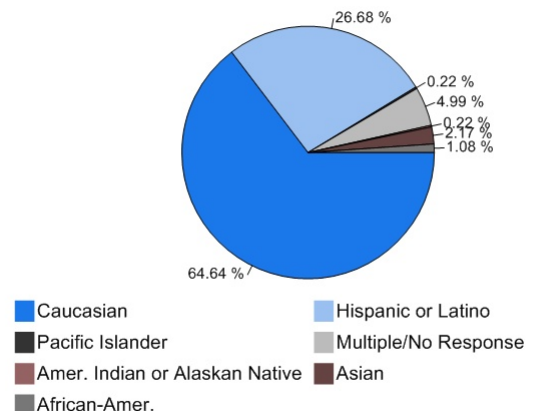
School Profile

Pinon Hills Elementary School is located in the northwestern region of the district's boundaries and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2007-08 school year, 461 students were enrolled, including 13% in special education, 15% qualifying for English Language Learner support, and 44% qualifying for free or reduced price lunch. Pinon Hills Elementary School achieved a 2008 Academic Performance Index (API) score of 782 and met all 2008 Adequate Yearly Progress criteria.

Pinon Hills Elementary offers a top-notch team-oriented teaching staff, dedicated to exploring strategies to address the needs of each student. Staff are united under the school's motto "One Student at a Time", making a difference and doing "whatever it takes" to help students succeed in their studies.

Pinon Hills Elementary School hosts a state preschool program on campus. Income qualifying families may take advantage of free child care for their children ages 3-5. Daily activities are culturally and linguistically appropriate and designed to meet the social, emotional, cognitive, and physical development needs of each student.

Percentage of Students by Ethnicity
2007-08 Enrollment: 461



Student Achievement

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

Students at Pinon Hills Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with those of other students in the state who took the same test. The STAR is comprised of the California Standards Tests (CST), Aprenda 3, and the California Alternative Performance Assessment (CAPA).

The CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

California Standardized Tests (CST)

The California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

Physical Fitness

In the spring of each year, Pinon Hills Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2007-08 fitness exam, 14.1% of the grade five students were in the "healthy fitness zone". Comparative District and state results can be found at the CDE's Website www.cde.ca.gov/ta/tg/pf/.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Pinon Hills Elementary School			District			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	51	48	46	48	48	50	42	43	46
Math	59	58	50	41	40	42	40	40	43
Science	48	38	45	45	51	54	35	38	46
Social Science				41	38	43	33	33	36

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Pinon Hills Elementary School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	*	*	*		37		49
Math	*	*	*		37		54
Science		*	*		54		44
Social Science							

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Pinon Hills Elementary School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	46	43	30	36	18	
Math	54	45	31	38	38	
Science	53	38	38	47	29	
Social Science						

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2005	2006	2007
Statewide Rank	7	7	7
Similar Schools Rank	9	6	6

Results generated from 2005, 2006, and 2007 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
Results	API Score	Increase/Decrease in API Score		
	2008	2005-06	2006-07	2007-08
Schoolwide - All Students	782	13	-9	-15
Ethnic Subgroups				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	751	14	-7	-13
Pacific Islander	*	*	*	*
Caucasian	792	15	-18	-12
Other Subgroups				
Students with Disabilities	*	*	*	*
Economically Disadvantaged	752	13	-12	-5
English Learners	*	*	*	*

Results generated from 2006, 2007, and 2008 Growth API Reports

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP

requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2007-08 AYP cycle, elementary and middle schools must achieve a 35.2% or higher proficiency rate in English/Language Arts and 37% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 620 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2007-08		
<i>Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	PHES	SJUSD
Overall Results	Yes	No
<i>Participation Rate - 2007-08</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	Yes	No
Math	Yes	No
API Score 620 or Increase API by 1 point	Yes	Yes
Graduation Rate	N/A	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Pinon Hills Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
PI Status	PHES	SJUSD
	Implementation Year	Not in PI
Year in PI	N/A	N/A
No. of Schools Currently in PI	N/A	N/A
% of Schools Currently Identified for PI	N/A	N/A

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through ConnectEd, school marquee, flyers, (Home and School Connection), School Calendar, Monthly School Newsletter, Home & School Connection Newsletter, and Phone Calls. Contact Lisa Hopwood at (760) 868-4424 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Office Helper
Library Helper

Committees

School Site Council
English Learner Advisory Council
Family Involvement Action Team

School Activities

Back to School Night
Open House
Summer Activities
Family Activity Nights
Family Education Nights

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Pinon Hills Elementary School's original facilities were built in 1989; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Installation of a new shade structure for the lower playground
- Refurbished playground ramp to meet ADA requirements (Americans with Disabilities Act)

Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and four evening custodians are assigned to Pinon Hills Elementary School. The day custodians are responsible for:

- Cafeteria Cleanup/Setup
- Office Area Cleaning
- General Cleaning of Classrooms
- Special Events Preparations

Restrooms are checked hourly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for thoroughly cleaning classrooms and restrooms. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1989
	Quantity
Permanent Classrooms	19
Portable Classrooms	7
Restrooms (student use)	5 sets & 1 unis
Libraries	1
Computer Labs	1
Teacher Work Rooms	1
Multipurpose Room with Outdoor Amphitheater	1
Staff Lunch Room	1

Deferred Maintenance

Pinon Hills Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Pinon Hills Elementary School did not receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection

The district's maintenance department inspects Pinon Hills Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Pinon Hills Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, August 20, 2008. During fiscal year 2007-08, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Wednesday, August 20, 2008			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)			✓
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(4)	Main School: hallway carpet scheduled for repair - torn. Portable Restroom: vinyl needs to be replaced - scheduled.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, teachers are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, campus monitors supervise playground activity. Campus monitors supervise lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure. Pinon Hills Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Pinon Hills Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse

reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed by school staff in September 2007 and updated in September 2007. Staff responsibilities and safety plan updates were discussed with staff in September 2007.

Classroom Environment

Instructional Time

All instructional time offered at Pinon Hills Elementary School either meets or exceeds California's Education Code requirements. For the 2007-08 school year, Pinon Hills Elementary School offered 180 days of instruction comprised of 166 regular days and 14 modified days. Modified days were used for staff development activities and teacher collaboration on student assessment data and instructional practices.

The table below is a comparison of the instructional minutes offered and the state's instructional time requirements.

Instructional Minutes 2007-08		
Grade Level	Actual Minutes Offered	State Requirement
K	36,000	36,000
1-3	55,370	50,400
4-5	57,030	54,000

Discipline & Climate for Learning

Pinon Hills Elementary School's discipline policies are based upon the BEST Practices program to establish proactive and preventative strategies to create a positive, rewarding, and supportive learning environment. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom.

Pinon Hills Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom. Disciplinary measures are applied in a fair, firm, and consistent fashion. Consequences are administered based upon the severity of the infraction and include referral to the principal, counseling, and parent conferences.

At the beginning of the school year, school rules, discipline policies, and behavior expectations are 1) shared with students at schoolwide assemblies followed by classroom discussions with their teachers, 2) outlined in the student handbook, and 3) included in the "First Day Packet". Students are reminded throughout the school year of their individual responsibility to make good choices in behavior at grade level assemblies.

Administrators and teachers recognize students demonstrating good citizenship, positive behavior, and student achievement weekly, monthly, and at the end of each grading period. Pinon Hills Elementary School sponsors the following behavioral incentives: Prime Time with Mr. Premo, Behavior Rewards, and Star of the Week. Individual honors include Honor Roll, Perfect Attendance, Leaders of the Pack, and Accelerated Reader Awards.

Extracurricular and enrichment programs held after school promote achievement, self-esteem, and a sense of community. Pinon Hills Elementary School offers Talent Show, Drama Club, Dinosaur, Spelling Bee, Student performances, Red Ribbon Week, Family Dance, Cinco de Mayo (classroom activities), Magic Assembly, Math-a-thon, Pennies for Patients, Food Drive for local homeless shelter, Animal Assembly, PTA Family Nights, and Field Day.

Suspensions & Expulsions			
	PHES		
	05-06	06-07	07-08
Suspensions (#)	20	9	8
Suspensions (%)	4.04 %	1.96 %	1.74 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
SJUSD Elementary Schools			
Suspensions (#)	111	151	235
Suspensions (%)	3.27 %	4.20 %	6.01 %
Expulsions (#)	1	2	2
Expulsions (%)	0.03 %	0.06 %	0.05 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Pinon Hills Elementary School participates in the state's Class Size Reduction Program (CSR), which provides funding to reduce K-3 class sizes to 20 students or less. During the 2007-08 school year, 100% of Pinon Hills Elementary School's K-3 classes participated in the CSR Program. The "Percentage of K-3 Classrooms Participating in the Class Size Reduction Program" table in this report illustrates the participation rate of classrooms in the CSR by grade level.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2005-06	2006-07	2007-08
K	100 %	100 %	100 %
1	100 %	100 %	100 %
2	100 %	100 %	100 %
3	100 %	100 %	100 %

Class Size Distribution Self-Contained Classes				
Grade	2005-06			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	3		
1	20.0	4		
2	20.0	4		
3	19.8	4		
4	28.3		3	
5	34.3			3
Combo K-3	8.0	1		
Grade	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	3		
1	18.8	4		
2	20.3	3	1	
3	19.8	4		
4	27.0		3	
5	29.0		3	
Grade	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.0	3		
1	20.0	3		
2	20.0	3		
3	20.0	5		
4	31.5		2	
5	32.0		2	1
Combo 3-4	25.0	1		

Combo classes are any combination of the grades shown.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Pinon Hills Elementary School revolve around the California State Content Standards and Frameworks. Professional development activities support the ongoing implementation of Focus on Standards (FOS) into grade level and course collaboration efforts. Decisions concerning selection of staff development activities are performed by FOS coaches (designated school administrators and teacher representatives) using tools such as state assessment results, teacher surveys, NCLB requirements, and state content standards to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

Site level implementation of FOS at Pinon Hills Elementary takes place every Monday afternoon. Teachers meet in grade level or department teams to analyze assessment results, redirect instruction accordingly, and plan interventions. Supplemental staff training takes place on Thursday afternoons as a component of weekly staff meetings and leadership team meetings.

Pinon Hills Elementary School offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related

training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum at Pinon Hills Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 23, 2008, the Snowline Joint Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #09-869 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to the core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for visual/performing arts curricula. During the 2008-09 school year, Snowline Joint Unified School District certifies that each student, including English learners, enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Grades
Language Arts		
1997	Rosen Publishing, <i>Accelerated Reader</i>	K-5
1999	Sopris West, <i>Language!</i>	3-5
2003	Houghton Mifflin Company, <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	K-5
2005	Learning Headquarters, <i>Learning Headquarters Writing Program</i>	K-5
Math		
2001	Harcourt, <i>Harcourt Math</i>	K-5
Science		
2007	Houghton Mifflin, <i>California Science</i>	K-5
Social Science		
2006	Harcourt School Publishers, <i>Reflections: California Series</i>	K-5

School Leadership

School leadership is a responsibility shared among the principal, school staff, and parents. Principal Shawn Premo is responsible for the day-to-day operations of the school and overall instructional program.

Coordinating efforts with the principal is the Leadership Team, comprised of the principal, grade level representatives, and resource specialist teacher. The Leadership Team meets monthly throughout the year and is responsible for curriculum development, staff development, program implementation in all subject areas, taking a holistic approach to evaluate the academic, social, and emotional components of the school's programs. Leadership Team representatives serve as a liaison between the principal and grade level teams to ensure consistency and unity in facilitation of school goals and programs.

Principal Shawn Premo has been in the educational field and serving Pinon Hills Elementary School for 16 years (as of 2007-08). Previous positions held in education include: principal, classroom teacher, BTSA mentor, and district committee member. Principal Shawn Premo holds a bachelor's degree in elementary education, a master's degree in curriculum and instruction, a second master's degree in educational administration, Clear Administrative Services Credential, and Clear Multiple Subject Teaching Credential.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 3 through 5 who have been identified as academically gifted through district testing and teacher referral. Students are clustered by grade level to receive differentiated instruction from GATE trained teachers.

For students whose primary language is not English and who have limited English proficiency, Pinon Hills Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. Teachers use differentiated instruction and SDAIE (Specially-Designed Academic Instruction In English) strategies to maximize student understanding of lesson content and concepts. Some students may receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided in the classroom by the homeroom teacher with bilingual aide support. Pinon Hills Elementary School's teachers utilize Rosetta Stone and Santillana curricula to deliver language learning and reading intervention lessons. Pinon Hills Elementary School monitors progress of English Learners on a regular basis and adjusts instruction to meet the current individual learning levels.

Pinon Hills Elementary School's special education program is staffed by highly qualified special education and resource specialist staff. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have

access to a comprehensive curriculum and are mainstreamed into the general education class with small group and individualized instruction in-class and in the resource room. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary.

Pinon Hills Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using STAR test results, district benchmark assessments, and classroom observation, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Read Naturally
- Everyone Reads Tutoring
- Instructional Aide Support
- Language!
- In-class Remediation

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments, classroom observation, end-of-unit tests, and daily classwork to measure ongoing academic progress and adjust instructional needs.

Professional Staff

Substitute Teachers

Pinon Hills Elementary School does not experience any difficulties finding substitute teachers to fill vacancies. A pool of more than 180 substitutes is available through a district pool that is comprised primarily of teachers holding a 30-day substitute permit. Substitutes must have:

- A bachelor's degree and have passed the CBEST (California Basic Education Skills Test)
- A CBEST waiver and have acquired 90 semester units in college coursework

Teacher Evaluations

Evaluation procedures and criteria for Pinon Hills Elementary School's teachers are defined in board policy. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Temporary and probationary teachers are evaluated once annually; permanent/tenured teachers are evaluated once every two years. Evaluations are conducted by the principal, who has been trained and certified to perform teacher evaluations.

Counseling & Support Staff

Pinon Hills Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Pinon Hills Elementary School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08		
	No. of Staff	FTE
Health Technician	2	1.0
Counselor	1	0.6
Psychologist	1	0.2
School Nurse	1	0.2
Speech and Language	1	1.0

FTE = Full-Time Equivalent

Teacher Assignment

During the 2007-08 school year, Pinon Hills Elementary School had 22 teachers who met all credential requirements in accordance with state guidelines. All of Pinon Hills Elementary School's teachers supplement their regular credential with a credential to teach English language learners.

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

In the table below, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2007-08		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Pinon Hills Elementary School	100.0 %	0.0 %
District Totals		
All Schools	98.3 %	1.7 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	97.2 %	2.8 %

Teacher Credentials & Assignments				
	PHES			SJUSD
	05-06	06-07	07-08	07-08
Total Teachers	24	23	22	400
Teachers with full credentials	21	21	21	362
Teachers without full credentials	3	2	1	38
Teachers in alternate routes to certification	2	1	1	31
Pre-Internship	0	1	0	0
Teachers with emergency permits	0	0	0	6
Teachers with waivers	0	0	0	1
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	2	0	0
Teacher misassignments for English learners	0	2	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	1	1	0	0

Teacher Credentials & Assignments (cont'd)		
	PHES	SJUSD
	08-09	08-09
Total teacher misassignments	0	2
Teacher misassignments for English learners	0	2
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2007-08		
	PHES	SJUSD
Doctorate	0.0 %	0.8 %
Master's degree plus 30 or more semester hours	31.8 %	24.3 %
Master's degree	27.3 %	27.0 %
Bachelor's degree plus 30 or more semester hours	22.7 %	32.0 %
Bachelor's degree	18.2 %	16.0 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2006-07		
	State Average of Districts in Same Category	
	SJUSD	
Beginning Teacher Salary	\$40,082	\$39,692
Mid-Range Teacher Salary	\$71,411	\$62,830
Highest Teacher Salary	\$85,741	\$80,472
Superintendent Salary	\$165,678	\$166,547
Average Principal Salaries:		
Elementary School	\$104,877	\$98,460
Percentage of General Fund Expenditures for:		
Teacher Salaries	43.4%	40.2%
Administrative Salaries	5.5%	5.8%

Expenditures Per Student

For the 2006-07 school year, Snowline Joint Unified School District spent an average of \$6,966 of total general funds to educate each student (based on 2006-07 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares 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 website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Snowline Joint Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received categorical, special education, and support programs funds for:

- Agricultural Vocational Incentive Grants
- After School Learning & Safety
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- CA High School Exit Exam (CAHSEE)
- Carl Perkins
- Career Technical Education Equipment and Supplies
- Community Based Tutoring
- Discretionary Block Grant
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented
- Instructional Materials, Library Materials and Education Technology
- Lottery: Instructional Materials
- Partnership Academies Program
- Peer Assistance & Review
- Professional Development Block Grant
- Pupil Retention Grant
- Regional Occupation Centers and Programs
- School Safety
- School & Library Improvement Block Grant
- Special Education
- Supplemental School Counseling Program
- Title I
- Title II
- Title III – Limited English Proficient
- Title IV

- Title V – Innovative Education Strategies
- Tobacco Use and Prevention Education
- Transportation

Expense of Education Per Pupil 2006-07					
	Dollars Spent per Student				
	PHES	SJUSD	% Diff. School & Dist.	State Avg., Dist.	% Diff. School & State
				Same Size & Type	
ADA*	446	8372	N/A	N/A	N/A
Total**	\$6,222	\$7,393	84.16	N/A	N/A
Restr.†	\$732	\$2,140	34.20	N/A	N/A
Unrestr.††	\$5,491	\$5,253	104.51	\$5,300	103.60
Avg. Teacher Salary	\$68,005	\$64,097	106.10	\$62,157	109.41

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Pinon Hills Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Pinon Hills Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Pinon Hills Elementary School is Serrano Branch Library, located at 9292 Sheep Creek Road, Phelan (Serrano High School Campus).

Hours: M-Th 3-8: Sat. 10-5

Phone Number: (760) 868-0583

Number of Computers Available: 8

Printers Available: Yes