

Snowline Joint Unified School District Pinon Hills Elementary School

Grades K through 5
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2010-11 School Accountability Report Card *Published January 2012*

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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 needs. Our API and AYP scores reflect 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 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, well informed. 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 Joint Unified 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.

Mission Statement

Pinon Hills Elementary Core Values: Pinon Hills Elementary School is committed to providing high-quality education to our diverse learning community (students, staff, families, and community members) through our core values:

- Cohesive teamwork
- Consistent communication
- Caring and safe environment
- Commitment to success
- Connectivity within our learning community

Pinon Hills Purpose Statement: As a caring team of professionals, our purpose is to educate children and enrich their lives by providing a beneficial learning environment to help them grow in character, critical thought, and academics to become responsible, productive citizens.

School Profile

Pinon Hills Elementary School serves students in grades K-5 following a traditional calendar. In 2010-11, 422 students were enrolled, including 7% in special education, 17% qualifying for English Language Learner support, and 57% qualifying for free or reduced price lunch. Pinon Hills Elementary School achieved a 2011 Academic Performance Index (API) score of 785. 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 for income-qualifying families; free child care is available for their children ages 3-5. Daily activities are culturally, linguistically appropriate and designed to meet social, emotional, cognitive, and physical development needs of students.

| Student Enrollment by Ethnicity / Grade Level 2010-11 | | | |
|--|---------|--------------|-----|
| Ethnic Group | % | Grade Level | # |
| African-Amer. | 0.95 % | Kindergarten | 66 |
| Amer. Indian or Alaskan Native | 0.00 % | Grade 1 | 62 |
| Asian | 1.18 % | Grade 2 | 75 |
| Filipino | 0.00 % | Grade 3 | 55 |
| Hisp. or Latino | 34.83 % | Grade 4 | 72 |
| Pacific Islander | 0.00 % | Grade 5 | 92 |
| Caucasian | 60.43 % | | |
| Multi-Racial | 0.00 % | | |
| Total Enrollment | | | 422 |

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <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 fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

| STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels | | | | | | | | | |
|---|-------------------------------|-------|-------|----------|-------|-------|------------|-------|-------|
| | Pinon Hills Elementary School | | | District | | | California | | |
| | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 |
| Language Arts | 46 | 46 | 51 | 50 | 52 | 55 | 46 | 50 | 54 |
| Math | 50 | 56 | 48 | 42 | 48 | 49 | 43 | 46 | 50 |
| Science | 45 | 43 | | 54 | 56 | 64 | 46 | 50 | 56 |
| Social Science | 0 | 0 | 54 | 43 | 46 | 54 | 36 | 41 | 48 |

| STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11 | | | | | | | | |
|--|-------------------------------|--------------------------------|-------|-----------|----------|-----------------|--------------|------------------|
| | Pinon Hills Elementary School | | | | | | | |
| | African-Amer. | Amer. Indian or Alaskan Native | Asian | Caucasian | Filipino | Hisp. or Latino | Multi-Racial | Pacific Islander |
| Language Arts | * | | * | 57 | | 39 | 53 | |
| Math | * | | * | 50 | | 45 | 41 | |
| Science | * | | * | 59 | | 43 | * | |
| Social Science | | | | | | | | |

| STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11 | | | | | | | | |
|---|-------|-------------------------------|------|--------|------------------|----------------------------|----------------------------|---------------|
| | SJUSD | Pinon Hills Elementary School | | | | | | |
| | All | All | Male | Female | English Learners | Economically Disadvantaged | Students with Disabilities | Migrant Educ. |
| Lang. Arts | 55 | 51 | 47 | 55 | 35 | 44 | 48 | |
| Math | 49 | 48 | 50 | 47 | 43 | 43 | 41 | |
| Science | 54 | 54 | 59 | 49 | 45 | 48 | * | |
| Social Science | 64 | | | | | | | |

| Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11 | | | |
|---|--------------------------|-------------|------------|
| Grade Tested | Number of Standards Met: | | |
| | Four of Six | Five of Six | Six of Six |
| Fifth | 12.1 | 25.3 | 11 |
| Seventh | | | |
| Ninth | | | |

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 | | | |
|--|------|------|------|
| | 2008 | 2009 | 2010 |
| Statewide Rank | 7 | 6 | 5 |
| Similar Schools Rank | 6 | 4 | 2 |

Results generated from 2008, 2009, and 2010 Base API Reports

| Academic Performance Index (API) Three Year Performance Comparison | | | |
|---|--------------------------------|---------|---------|
| Results | Increase/Decrease in API Score | | |
| | 2008-09 | 2009-10 | 2010-11 |
| Schoolwide - All Students | -15 | 10 | 3 |
| Ethnic Subgroups | | | |
| African-Amer. | * | * | * |
| Amer. Indian or Alaskan Native | * | * | * |
| Asian | * | * | * |
| Filipino | * | * | * |
| Hisp. or Latino | -13 | -22 | -6 |
| Multi-Racial | N/A | N/A | * |
| Pacific Islander | * | * | * |
| Caucasian | -12 | 23 | 13 |
| Other Subgroups | | | |
| Students with Disabilities | * | * | * |
| Economically Disadvantaged | -5 | 8 | -6 |
| English Learners | * | * | * |

Results generated from 2009, 2010, and 2011 Growth API Reports

| Academic Performance Index (API) Growth by Student Group | | | |
|---|-----------------|----------|-------|
| Group | 2011 Growth API | | |
| | School | District | State |
| African-Amer. | | 744 | 696 |
| Amer. Indian or Alaskan Native | | 786 | 733 |
| Asian | | 887 | 898 |
| Filipino | | 817 | 859 |
| Hisp. or Latino | 741 | 776 | 729 |
| Pacific Islander | | 906 | 764 |
| Caucasian | 806 | 832 | 845 |
| Multi-Racial | | * | 836 |
| Economically Disadvantaged | 758 | 769 | 726 |
| English Learners | 726 | 744 | 707 |
| Students with Disabilities | 742 | 660 | 595 |
| All Students | 785 | 807 | 778 |

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 2010-11 AYP cycle, elementary and middle schools must achieve a 67.6% or higher proficiency rate in all subgroup populations for English/Language Arts and 68.5% 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 710 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 2010-11 | | |
|--|------|-------|
| <i>Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?</i> | | |
| AYP Indicator | PHES | SJUSD |
| Overall Results | No | No |
| <i>Participation Rate</i> | | |
| Language Arts | Yes | Yes |
| Math | Yes | Yes |
| <i>Percent Proficient</i> | | |
| Language Arts | No | No |
| Math | No | No |
| API Score | Yes | Yes |
| Graduation Rate | N/A | No |

Reported data based upon performance of all subgroups for each of the areas listed

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 2010-11, 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 | In PI |
| Year in PI | 2011-2012 | 2011-2012 |
| No. of Schools Currently in PI | Year 1 | Year |
| % of Schools Currently Identified for PI | | 4 |
| | | 33.3% |

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 (automated telephone message delivery system), flyers, school marquee, "Home and School Connection" newsletter, school calendar, monthly school newsletter, and phone calls. School-to-home communication is provided in English and Spanish. 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
Library Helper
Office Helper

Committees

English Learner Advisory Council
Parent Teacher Association
School Site Council

School Activities

Back to School Night
 Fall Festival
 Open House
 Summer Activities
 PTA Family Nights
 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.

2010-11 Campus Improvements

- Installation of new carpet
- Painted doors and ramps
- Beautification projects

2011-12 Campus Improvements

- Construction of new restroom facility (replace existing facility)
- Installation of solar energy panel system
- Improvements to ADA ramps and rails
- Replacement of worn carpeting
- Painting doors and ramps

Every morning before school begins, custodian inspect 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:

- Classroom cleaning
- Cafeteria setup/cleanup
- Office area cleaning
- Special events preparations

Restrooms are checked frequently throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Restroom cleaning
- Comprehensive classroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

| Campus Description | |
|---|------|
| Year Built | 1989 |
| Acreage | - |
| Square Footage | - |
| Quantity | |
| Permanent Classrooms | 19 |
| Portable Classrooms | 7 |
| Restrooms (sets) | 5 |
| Library | 1 |
| Computer Lab | 1 |
| Multipurpose Room with Outdoor Amphitheater | 1 |
| Staff Lunch Room | 1 |
| Teacher Work 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 2010-11 school year, Pinon Hills Elementary School received \$5,932 in deferred maintenance funds for the repair and/or maintenance of:

- Paving Systems

For the 2011-12 school year, the district has budgeted \$250,000 for the deferred maintenance program. This represents 0.4% of the Snowline Joint Unified School District general fund budget.

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 Tuesday, September 27, 2011. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2010-11, all restrooms were fully functional and available for student use.

| School Facility Good Repair Status | | | |
|---|---------------|------|------|
| Most Recent Inspection: Tuesday, September 27, 2011 | | | |
| Item Inspected | Repair Status | | |
| | Good | Fair | Poor |
| A. Systems | ✓ | | |
| B. Interior | | ✓ | |
| C. Cleanliness | ✓ | | |
| D. Electrical | ✓ | | |
| E. Restrooms / Fountains | ✓ | | |
| F. Safety | ✓ | | |
| G. Structural | ✓ | | |
| H. External | ✓ | | |

| Repair Needed and Action Taken or Planned | |
|---|---|
| Section Number | Comment |
| (B) | Room 11: stained ceiling tiles, diffusers cracked. Room 15: replace carpet. |

| 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 monitor 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, updated, and discussed with school staff in October 2011.

Classroom Environment

Discipline & Climate for Learning

Pinon Hills Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

| Suspensions & Expulsions | | | |
|-----------------------------|--------|--------|--------|
| | PHES | | |
| | 08-09 | 09-10 | 10-11 |
| Suspensions (#) | 11 | 14 | 5 |
| Suspensions (%) | 2.53 % | 3.08 % | 1.18 % |
| Expulsions (#) | 0 | 0 | 0 |
| Expulsions (%) | 0.00 % | 0.00 % | 0.00 % |
| SJUSD Elementary Schools | | | |
| Suspensions (#) | 104 | 154 | 115 |
| Suspensions (%) | 2.78 % | 4.27 % | 3.16 % |
| Expulsions (#) | 1 | 1 | 1 |
| Expulsions (%) | 0.03 % | 0.03 % | 0.03 % |

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. Calculations exclude classrooms of 50 or more students.

| Class Size Distribution Self-Contained Classes | | | | |
|---|-----------------|----------------------|-------|-----|
| Grade | 2008-09 | | | |
| | 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 | |
| Grade | 2009-10 | | | |
| | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ |
| K | 20.0 | 3 | | |
| 1 | 19.0 | 1 | | |
| 2 | 20.0 | 3 | | |
| 3 | 28.5 | | 2 | |
| 4 | 33.0 | | 1 | 1 |
| 5 | 34.0 | | | 2 |
| Combo K-3 | 17.7 | 3 | | |
| Combo 3-4 | 28.0 | | 1 | |
| Combo 4-8 | 28.0 | | 1 | |
| Grade | 2010-11 | | | |
| | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ |
| K | 26.0 | | 3 | |
| 1 | 25.0 | | 2 | |
| 2 | 25.0 | | 3 | |
| 3 | 32.0 | | 2 | |
| 4 | 31.5 | | 2 | |
| 5 | 30.7 | | 3 | |

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 continue to support the ongoing implementation of standards-based instruction and formative assessment. School-wide and grade-level collaborative efforts focus on students learning the standards through differentiated instruction. Professional development activities also continue to support the ongoing implementation of Response to Instruction and Intervention (Rti²). All teachers receive training in ELD standards and strategies to help English learners gain access to the core curriculum.

Decisions concerning selection of staff development activities are performed by administrators, teacher leaders, Teacher Learning Leaders, and Rti² coaches using tools such as data analysis and teacher surveys to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

Pinon Hills Elementary School supports ongoing professional growth throughout the year on early release days and during weekly grade level collaboration time. Teachers met in both grade level and department level teams to support implementation of the Response to Intervention model, work with instructional coaches to analyze student performance data, and reinforce strategies for positive behavior management and intervention.

Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2010-11 school year, Pinon Hills Elementary School's teachers attended the following events hosted by the Snowline Joint Unified School District:

- Data Management and Analysis
- English Language Development
- Gifted and Talented Education
- Instruction and Assessment
- Positive Behavior Intervention and Support (PBIS)
- Response to Instruction and Intervention (Rti²)
- Technology

Pinon Hills Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences.

| Staff Development Days Three-Year Trend | | |
|--|---------|---------|
| 2008-09 | 2009-10 | 2010-11 |
| 1 | 1 | 0 |

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 13, 2011, 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 #12-1019 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 core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2011-12 school year, Snowline Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

| Textbooks | | |
|-------------------------------|---|--------------------------|
| Adoption Year | Publisher & Series | Pupils Lacking Textbooks |
| History-Social Science | | |
| 2006 | Harcourt School Publishers, <i>Reflections: California Series</i> | 0 % |
| Language Arts | | |
| 2002 | Houghton Mifflin, <i>Houghton Mifflin Reading: A Legacy of Literacy</i> | 0 % |
| 2005 | Learning Headquarters, <i>Learning Headquarters Writing Program</i> | 0 % |
| 1997 | Rosen Publishing, <i>Accelerated Reader</i> | 0 % |
| 1999 | Sopris West Educational Services, <i>Language!</i> | 0 % |
| Math | | |
| 2001 | Harcourt School Publishers, <i>Harcourt Math © 2002</i> | 0 % |
| Science | | |
| 2007 | Houghton Mifflin, <i>Houghton Mifflin California Science @2007</i> | 0 % |

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

Professional Staff

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) 2010-11 | | |
|---|--------------|-----|
| | No. of Staff | FTE |
| Counselor | 1 | .6 |
| Health Technicians | 2 | 1.0 |
| Nurse | 1 | * |
| Psychologist | 1 | .2 |
| Speech & Language Specialist | 1 | .8 |

* as needed
FTE = Full-Time Equivalent

Teacher Assignment

During the 2010-11 school year, Pinon Hills Elementary School had 17 teachers who met all credential requirements in accordance with state guidelines. 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 by NCLB-compliant and non-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 2010-11 | | |
|------------------------------------|-----------------------------------|---------------------------------------|
| | Taught by NCLB-Compliant Teachers | Taught by non-NCLB-Compliant Teachers |
| Pinon Hills Elementary School | 100.0 % | 0.0 % |
| District Totals | | |
| All Schools | 100.0 % | 0.0 % |
| High-Poverty | 100.0 % | 0.0 % |
| Low-Poverty | 100.0 % | 0.0 % |

| | Teacher Credentials & Assignments | | | |
|---|-----------------------------------|-------|-------|-------|
| | PHES | | SJUSD | |
| | 08-09 | 09-10 | 10-11 | 10-11 |
| Total Teachers | 22 | 20 | 17 | 331 |
| Teachers with full credentials | 21 | 20 | 17 | 331 |
| Teachers without full credentials | 1 | 0 | 0 | 0 |
| Teachers in alternate routes to certification | 0 | 0 | 0 | 0 |
| Pre-Internship | 0 | 0 | 0 | 0 |
| Teachers with emergency permits | 0 | 0 | 0 | 0 |
| Teachers with waivers | 0 | 0 | 0 | 0 |
| Teachers teaching outside subject area | 0 | 0 | 0 | 0 |
| Total teacher misassignments | 0 | 0 | 0 | 1 |
| Teacher misassignments for English learners | 0 | 0 | 0 | 1 |
| Other misassignments of certificated staff | 0 | 0 | 0 | 0 |
| Teacher vacancies | 0 | 0 | 0 | 0 |

| | Teacher Credentials & Assignments (cont'd) | |
|---|--|-------|
| | PHES | SJUSD |
| | 11-12 | 11-12 |
| Total teacher misassignments | 0 | 1 |
| Teacher misassignments for English learners | 0 | 1 |
| Other misassignments of certificated staff | 0 | 0 |
| Teacher vacancies | 0 | 0 |

| | Teacher Education Levels 2010-11 | |
|--|----------------------------------|--------|
| | PHES | SJUSD |
| Doctorate | 0.0 % | 1.0 % |
| Master's degree plus 30 or more semester hours | 82.0 % | 33.0 % |
| Master's degree | 6.0 % | 31.0 % |
| Bachelor's degree plus 30 or more semester hours | 12.0 % | 22.0 % |
| Bachelor's degree | 0.0 % | 13.0 % |
| 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: 2009-10 salary comparison data was the most recent data available at the time this report was published.)

| Salary Comparison 2009-10 | | |
|---|-----------|---|
| | SJUSD | State Average of Districts in Same Category |
| Beginning Teacher Salary | \$40,174 | \$41,284 |
| Mid-Range Teacher Salary | \$71,576 | \$65,173 |
| Highest Teacher Salary | \$85,939 | \$83,460 |
| Superintendent Salary | \$186,437 | \$179,397 |
| Average Principal Salaries: | | |
| Elementary School | \$108,048 | \$102,834 |
| Percentage of General Fund Expenditures for: | | |
| Teacher Salaries | 44% | 40% |
| Administrative Salaries | 6% | 6% |

Expenditures Per Student

For the 2009-10 school year, Snowline Joint Unified School District spent an average of \$6,916 of total general funds to educate each student (based on 2009-10 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 www.cde.ca.gov/ds/fd/ec/ and 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 2009-10 school year, the district received categorical, special

education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- ARRA: State Fiscal Stabilization Fund
- Class Size Reduction, Grades K-3 (optional)
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- State Lottery
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs
- Title I, II, III, IV, V

state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in September 2011. Data to prepare the school facilities section were acquired in January 2012.

| Expense of Education Per Pupil 2009-10 | | | | | |
|---|---------------------------|----------|------------------------------|-------------------------|------------------------------|
| | Dollars Spent per Student | | | | |
| | PHES | SJUSD | % Diff. School & Dist. | State Avg., Dist. | % Diff. School & State |
| | | | | Same Size & Type | |
| ADA* | 433 | 8119 | N/A | N/A | N/A |
| Total** | \$5,758 | \$5,456 | 105.53 | N/A | N/A |
| Restr.† | \$901 | \$1,209 | 74.57 | N/A | N/A |
| Unrestr.†† | \$4,856 | \$4,247 | 114.35 | \$5,455 | 89.03 |
| Avg. Teacher Salary | \$65,467 | \$68,598 | 95.44 | \$57,071 | 114.71 |

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

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, a branch of San Bernardino County Library.

Address: 9292 Sheep Creek Road, Phelan

Phone Number: (760) 868-0583

WebSite:

<http://www.sbcounty.gov/library/home/>

Number of Computers Available: 10

Disclosure

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