

**Pine Hill Elementary**  
**School Accountability Report Card**  
**Reported Using Data from the 2017-18 School Year**  
**Published During 2018-19**

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

**About This School**

**Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Pine Hill Elementary
<b>Street</b>	5230 Vance Ave.
<b>City, State, Zip</b>	Eureka, CA 95503-6351
<b>Phone Number</b>	(707) 443-4596
<b>Principal</b>	Tami Beall
<b>E-mail Address</b>	tbeall@southbayusd.org
<b>Web Site</b>	w w w .pinehillschool.org
<b>CDS Code</b>	12 63032 6008163

<b>District Contact Information</b>	
<b>District Name</b>	South Bay Union Elementary
<b>Phone Number</b>	(707) 476-8549
<b>Superintendent</b>	Gary Storts
<b>E-mail Address</b>	gstorts@southbayusd.org
<b>Web Site</b>	www.southbaydistrict.org

### School Description and Mission Statement (School Year 2018-19)

Perched on a bluff overlooking Humboldt Bay and the Pacific Ocean beyond, Pine Hill Elementary School serves 260 students ranging from transitional kindergarten through third grade. It is part of the South Bay Union Elementary School District. The school is located on the coast about 280 miles north of San Francisco and just south of the city of Eureka, population 28,000. It is one of two schools in the South Bay Union School District. The other school, South Bay Elementary School, is a 4-8 grade school. Students live in the Elk River Valley, Pine Hill, Humboldt Hill, King Salmon, and Fields Landing neighborhoods that range from economically disadvantaged to upper middle class singly family dwellings.

We at Pine Hill believe in social as well as academic responsibility. We have a dedicated staff consisting of twelve regular education teachers, an administrator, a resource teacher, a music teacher, a counselor, a speech teacher and a staffed library. The staff strives to be exemplary role models of caring and cooperation in addition to promoting academic excellence. We are very proud that Pine Hill is a 2003 California Distinguished School and the Title I Academic Achievement School in 2004, 2010, and 2011. We offer extended and enhanced educational opportunities until 6:00 pm daily through our EXPLORE after school program. This allows over 60% of our students to receive help with their homework, and participate in recreational and educational activities. Explore better prepares our students to meet the demands of the State Academic Content Standards.

#### Vision Statement --

South Bay USD students will develop mastery of language and math—so that as well educated citizens—each is equipped and empowered for success in a rapidly changing world.

#### Mission Statement --

South Bay USD supports the development of intellectual curiosity and thirst for discovery by recruiting a superior staff, providing unparalleled and ongoing training, and accepting responsibility for student achievement.

### Student Enrollment by Grade Level (School Year 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	75
<b>Grade 1</b>	47
<b>Grade 2</b>	64
<b>Grade 3</b>	61
<b>Total Enrollment</b>	247

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	4.0
Asian	2.4
Filipino	1.2
Hispanic or Latino	23.5
Native Hawaiian or Pacific Islander	0.4
White	61.5
Socioeconomically Disadvantaged	66.0
English Learners	14.2
Students with Disabilities	4.9
Foster Youth	2.0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	17	17	0	0
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: September 2017

Instructional materials are sufficient in all classrooms. School staff has done an excellent job ensuring that students have the materials needed to learn.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	We have available, sufficient materials for all students. (Success for All, 2012; Curiosity Corner; Kinder Corner; Reading Roots; Reading Wings)	Yes	0.0
Mathematics	We have available, sufficient materials for all students. (Math in Focus, 2012)	Yes	0.0
Science	We have available, sufficient materials for all students. (Scott Foresman California Science)	Yes	0.0
History-Social Science	We have available, sufficient materials for all students. (Scott Foresman History - Social Science for California)	Yes	0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	N/A		0.0

#### School Facility Conditions and Planned Improvements (Most Recent Year)

South Bay USD takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, South Bay USD uses a facility inspection tool. The results of this survey are available at the school office for review. Pine Hill is generally clean and maintained in exemplary repair with an overall rating of 99.31%. Only one non-critical deficiency was noted. Chemicals were stored under the sink in Room 11 and need to be locked up. A work order process is used to ensure efficient services and that emergency repairs are given the highest priority.

#### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 09/2016		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 09/2016		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 09/2016	
Overall Rating	Exemplary

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	36.0	40.0	44.0	43.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	34.0	50.0	29.0	26.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the 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 ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	62	60	96.77	40.00
<b>Male</b>	33	32	96.97	31.25
<b>Female</b>	29	28	96.55	50.00
<b>American Indian or Alaska Native</b>	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.00	33.33
White	38	37	97.37	43.24
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	48	47	97.92	38.30
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	62	60	96.77	50
Male	33	32	96.97	43.75
Female	29	28	96.55	57.14
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	15	100	60
White	38	37	97.37	45.95
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	48	47	97.92	48.94
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

**Opportunities for Parental Involvement (School Year 2018-19)**

The goal of Pine Hill School is to create partnerships and support for our parent body. Our Parent Teacher Student Association (PTSA) sponsors many activities throughout the year; a pancake breakfast, Apples for Educators (staff appreciation), an Annual Carnival; a Family Dance Night, to name a few . The school offers numerous opportunities for parent involvement. Parents volunteer in the classroom, in the library and on field trips. There is an annual volunteer training to assure that parents have success in their experiences at school. The PTSA supports student learning through annual grants to teachers and special projects. If parents or community members are interested in volunteering at Pine Hill Elementary, please call the South Bay USD office for further information.

## 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.

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	0.0	6.7	9.6	0.0	4.1	4.6	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

Teachers and administrators from both school sites have participated in School Safety Plan Training at Humboldt County Office of Education and are actively updating and revising the present Safety Plan to reflect necessary changes. Teachers and administrators from both school sites have participated in School Safety Plan Training at Humboldt County Office of Education and are actively updating and revising the present Safety Plan to reflect necessary changes. Our Comprehensive School District Safety Plan is currently undergoing a comprehensive review with new goals and related action plans to be determined. Gary Storts assumes incident command should an emergency occur. Emergency plans are in place, and have been rehearsed. For example, we participated in the Great California Shake-out on October of 2018 to practice our Earthquake procedure. Tami Beall assumes incident command should an emergency occur. Emergency plans are in place, and have been rehearsed. For example, we participated in the Great California Shake-out in October of 2017 to practice our Earthquake procedure.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	15	4	1		15	4			18	3	1	
<b>1</b>	18	2	2		19	3			16	3		
<b>2</b>	18	1	2		16	4			21		3	
<b>3</b>	20	2	1		18	1	2		21	1	2	

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.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.67	N/A
Psychologist	0.3	N/A
Social Worker	0.5	N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.25	N/A
Resource Specialist (non-teaching)	1.1	N/A
Other	1.0	N/A

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

\*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,211	\$3,655	\$7,556	\$53,318
District	N/A	N/A	\$7,520	
Percent Difference: School Site and District	N/A	N/A	0.5	5.0
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	5.9	-17.0

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 (Fiscal Year 2017-18)**

Pine Hill School provides high quality standards-based instruction to all students, TK-3rd grades. Administration and staff meet throughout the year to identify individual student needs and to provide targeted interventions. Administration, parents, teachers, students, and classified staff have a strong commitment to educating the "whole child" and collaborate at regularly scheduled Intervention Support Team meetings to ensure that student success is supported.

Pine Hill School is a California Distinguished School, as well as a Title I Academic Achievement Award winner, that prides itself on providing a nurturing, challenging learning environment. Success For All: A researched-based comprehensive reading program emphasizing collaborative learning.

Reading Intervention Program: identified students are provided with targeted reading instruction by reading tutors either individually or in small groups.

English Language Learner Program: individual or small group targeted English instruction is given to identified students based on CELDT testing results.

Friendship Groups: facilitated by school counselor; classroom teachers incorporate social-emotional curriculum into their lesson plans and school day. After School Program: assists students with homework and provides recreational and enrichment activities.

Family Resource Center: provides students and families additional support including dental exams and dental services.

Accelerated Reader and Math Facts in A Flash support students with improving their basic skills.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$44,375
Mid-Range Teacher Salary		\$65,926
Highest Teacher Salary		\$82,489
Average Principal Salary (Elementary)		\$106,997
Average Principal Salary (Middle)		\$109,478
Average Principal Salary (High)		
Superintendent Salary		\$121,894
Percent of Budget for Teacher Salaries	29.0	32.0
Percent of Budget for Administrative Salaries	7.0	7.0

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

**Professional Development (Most Recent Three Years)**

Staff development is held during 2 pre-service days at the start of the school year and one in-service day in the middle of the school year. The district also has early student release days each Wednesday afternoon, providing teachers time to collaborate and focus on professional development. The district determines a professional development emphasis through a combination of student achievement data and input gathered on the LCAP Stakeholder Input surveys. This year was focused on reading instruction (Success for All) and technology (Google Classroom).