Pine Tree Elementary School

School Accountability Report Card

GRADES K-6
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John Anderson, Principal

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Principal's Message

Pine Tree Elementary is located in the heart of the small, mountainous community of Pine Lake. We offer an excellent program for all of our students. Small class size and a sense of community provide a nurturing environment along with a powerful learning opportunity.

Our purpose at Pine Tree Elementary School is to develop our students into lifelong learners who are driven by a desire to understand the world around them and see the opportunities beyond their immediate setting. Our intent is to provide an apposite and inclusive education that will direct our students to success throughout their lives. We will accomplish this through an environment that promotes self-confidence in and out of the classroom, develops each student's sense of responsibility, encourages independent thinking, and fosters respect for others.

We at Pine Tree Elementary School are proud of the achievements of our students, the professionalism of our staff, and the history and strength of our institution.

Parental Involvement

Parents have many opportunities to be involved in their children's education at Pine Tree Elementary School, including participating in the Parent Club. A biweekly newsletter, *Happenings*, is sent home to keep parents informed. A parent handbook that explains learning standards in the core subject areas is given to each parent. A Pine Tree Elementary School student/parent handbook, describing district polices and school procedures, is provided to all parents at the beginning of the year. Teachers are always looking for parent volunteers in their classrooms. Parents get involved with the school through the School Site Council, the School Readiness Family Center, and Parent Teacher Association. School activities, such as Halloween carnivals, music programs, Back-to-School Night, Cinco de Mayo celebrations, and awards assemblies encourage parent participation.

For more information on how to become involved, contact Anne Solfie, Parent Coordinator, at (410) 591-2363 extension 113.

School Safety

A school guide for handling critical incidents has been developed, which includes emergency procedures in case of fire, earthquakes, or other disasters. The plan includes the following key elements: alerts for child abuse, fire, hazardous materials, hostage situations, a lost child incident, a shooting situation, bomb threats, and suicide.

The School Safety Plan was last reviewed and updated in February 2011. This plan examines the issue of safety in our school, and recommends strategies and actions for adoption by the Safe School Team. This includes information on specific safe school elements, such as the school's physical environment and climate. Staff members are identified on a Crisis Response Team with specific jobs and responsibilities in case of an emergency situation. Practices of code red, fire, and earthquake drills are consistently performed.

Visitors must sign-in at the office and wear visitor badges for proper identification. All staff members have also been issued identification badges.

"Home of the Grizzlies!"

Pine Forest Unified School District

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Sandra Einheart
Superintendent

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Mission Statement

We are committed to providing a quality education for each and every one of our students so they have the knowledge and power to succeed in life.

Class Size

08-09   09-10   10-11

The bar graph displays the three-year data for average class size.

Grade	08-09	09-10	10-11
K	20	21	20
1	20	19	18
2	20	20	20
3	20	20	20
4	30	29	29
5	31	31	32
6	32	32	31
4-6	27	28	28
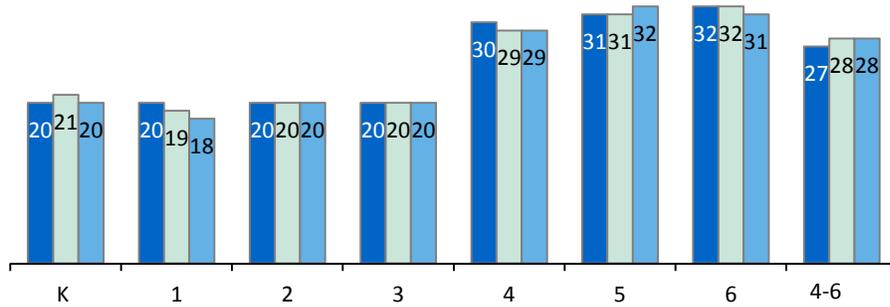
Class Size Distribution — Number of Classrooms By Size

Grade	08-09 1-20	08-09 21-32	08-09 33+	09-10 1-20	09-10 21-32	09-10 33+	10-11 1-20	10-11 21-32	10-11 33+
K	4			2	2		4		
1	5			4			5		
2	5			5			4		
3	5			4	1		5		
4		4			3			3	
5		3			3			2	
6		3			2			3	
4-6		1			1			1	

Enrollment and Demographics

The total enrollment at the school was 773 students for the 2010-11 school year.*

American Indian or Alaska Native 1%
Asian 10%
Native Hawaiian or Pacific Islander <1%
Hispanic or Latino 36%
Filipino <1%
No Response <1%
Black or African American 7%
Two or More Races 2%
White 44%
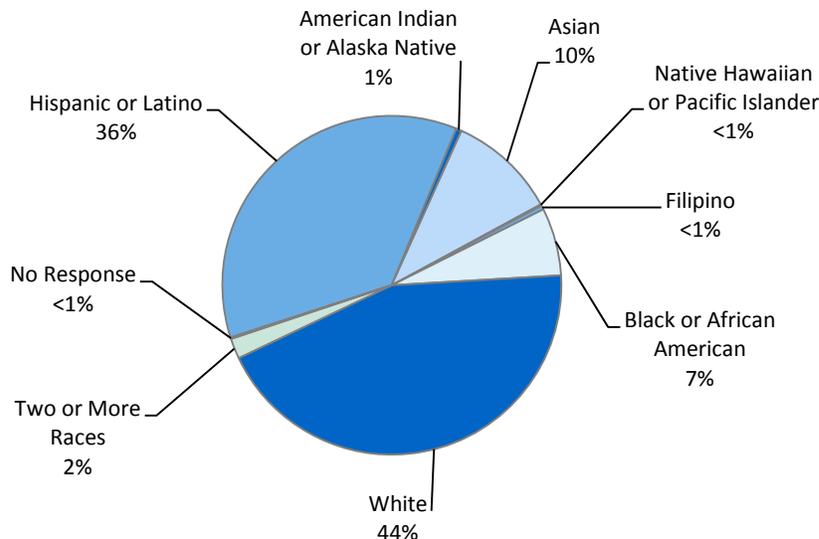
* Data accurate as of May 2011.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards	
Grade 5	
Four of Six Standards	13.0%
Five of Six Standards	43.5%
Six of Six Standards	13.0%

Student Enrollment by Group

Pine Tree ES	
Socioeconomically Disadvantaged	12%
English Learners	11%
Students with Disabilities	6%

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/Fountains**	Good
Interior	Fair	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			10/06/2011
Date of the Most Recent Completion of the Inspection Form			10/06/2011

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs	
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Interior	(1) Building A & B: Ceiling tiles stained; (2) Building A: Ceiling tiles missing. Repairs planned for December 2011.
Cleanliness	No deficiencies
Electrical	No deficiencies
Restrooms/Fountains	No deficiencies
Safety	(1) Gym: Fire extinguisher box needs glass repaired and fire extinguisher missing; (2) Cafeteria: Fire extinguisher box needs glass repaired. Repairs were made in September 2011.
Structural	No deficiencies
External	No deficiencies

School Facilities

Pine Tree Elementary School was originally constructed in 1974. Since that time, additional classrooms have been added. There are 32 classrooms, four portable classrooms, a multi-purpose room, a library-media center, a gymnasium, and an administration building. The majority of the school was modernized in the early 1990s. The entire school was repainted in summer 2010. Recently, a new well was drilled, and in fall 2010, the entire school's electrical system was retrofitted with energy saving light fixtures. This should save the school district at least $12,000 annually.

All classrooms are Internet accessible, with updated computers available for student use. Students regularly work in a fully equipped computer lab. The library exceeds the standards for the number of books set by the American Library Association.

Maintenance and Repair: District maintenance staff work hard to ensure that the grounds remain clean of litter and are attractive and in good repair. Students are responsible for helping to ensure a clean, safe school facility. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Currently no facilities needs exist at Pine Tree Elementary School.

Cleaning Process and Schedule: The district governing has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school buildings components. Typically, this includes roofing, plumbing, heating, air condition, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the district has budgeted $153,000 for the deferred maintenance program. This represents 2% of the district's general fund budget.

Textbooks and Instructional Materials

The local governing Board of the Pine Forest Unified School District has certified that each pupil in the District, in kindergarten through eighth grade, has been provided with a Standards-aligned textbook and/or instructional materials in each of the following areas: reading/language arts, mathematics, science, and history/social studies, health, foreign language, and visual and performing arts.

All District textbook adoptions are within the scope of the most recent State-adopted adoptions and comply with *California Education Code* provisions. The public hearing for the assurance of conformance by the Maple Valley Board of Education was on October 3, 2011 and the Certification of Provision of Standards-Aligned Instructional Materials was certified on October 3, 2011.

In accordance with the *California Education Code* and the *Williams Settlement* mandates, procedures, monitoring processes, and reporting practices by principals and District departments have ensured that all students have access to the current, Standards-based textbooks and instructional materials to use in class and at home.

A computer lab is connected to the Internet, where students are instructed weekly. All classrooms have some computers that are used by students for math, language arts, and writing reinforcement. Pine Tree Elementary School has an excellent library, where students may check out books weekly. A credentialed librarian assistant is employed to work with students, and to organize and order library books and resource materials. A computerized card catalog system and computers are available for research activities.

Textbooks and Instructional Materials List		
Subject	**Textbook**	**Adopted**
English-Language Arts	Houghton Mifflin (K-5)	2011
English-Language Arts	McDougal Littell (6-8)	2008
Mathematics	McGraw-Hill (K-6)	2008
Mathematics	McDougal Littell (7-8)	2009
Science	Harcourt Brace (K-3)	2010
Science	Houghton Mifflin (4-6)	2008
Science	Prentice Hall (7-8)	2008
History-Social Science	Pearson/Scott Foresman (K-6)	2007
History-Social Science	Glencoe/McGraw-Hill (7-8)	2009
Art, Painting, and Design	Introducing Art	2009

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Pine Tree ES	
Subject	**Percent Lacking**
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Pine Tree ES	
Currency of Textbook Information	
Data Collection Date	10/03/2011

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Pine Tree ES			
	08-09	**09-10**	**10-11**
Suspension Rates	0.078	0.120	0.090
Expulsion Rates	0.073	0.095	0.089
Pine Forest USD			
	08-09	**09-10**	**10-11**
Suspension Rates	0.001	0.001	0.000
Expulsion Rates	0.001	0.000	0.001

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** *(exceeds state standards)*; **Proficient** *(meets state standards)*; **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring at Proficient or Advanced Levels									
	Pine Tree ES			Pine Forest USD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	53%	56%	57%	58%	58%	60%	40%	42%	43%
Mathematics	61%	63%	63%	61%	62%	62%	38%	40%	40%
Science	39%	42%	44%	40%	43%	43%	27%	35%	38%

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring at Proficient or Advanced Levels			
	Spring 2011 Results		
Group	English-Language Arts	Mathematics	Science
All Students in the District	60%	62%	43%
All Students at the School	57%	63%	44%
Male	58%	65%	47%
Female	62%	67%	43%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	60%	69%	46%
Filipino	❖	❖	❖
Hispanic or Latino	59%	63%	47%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	67%	69%	45%
Two or More Races	51%	52%	40%
Socioeconomically Disadvantaged	31%	54%	34%
English Learners	40%	57%	38%
Students with Disabilities	29%	52%	37%
Students Receiving Migrant Education Services	34%	52%	34%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of four key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit http://star.cde.ca.gov/.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2008	**2009**	**2010**
Statewide API Rank	9	9	10
Similar Schools API Rank	8	8	8

API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group – 2011 Growth API and Three Year Comparison									
Group	**2011 Growth API**						**Pine Tree ES — Actual API Change**		
	Pine Tree ES		Pine Forest USD		California				
	Number of Students	**Growth API**	**Number of Students**	**Growth API**	**Number of Students**	**Growth API**	**08-09**	**09-10**	**10-11**
All Students	745	821	2,879	814	4,683,676	778	-4	37	12
Black or African American	42	798	164	764	317,856	696	5	1	-2
American Indian or Alaska Native	4	■	9	■	33,774	733	■	■	■
Asian	80	876	102	850	398,869	898	1	2	0
Filipino	3	■	21	877	123,245	859	■	■	■
Hispanic or Latino	278	801	1529	803	2,406,749	729	3	-4	8
Native Hawaiian or Pacific Islander	1	■	8	■	26,953	764	■	■	■
White	327	842	981	847	1,258,831	845	2	-15	6
Two or More Races	9		70	860	76,766	836	4	-2	4
Socioeconomically Disadvantaged	121	769	1,382	787	2,731,843	726	8	9	-2
English Learners	45	795	645	790	1,521,844	707	3	-4	1
Students with Disabilities	12	690	29.	657	521,815	595	7	5	-1

■   Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Pine Tree ES		**Pine Forest USD**	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	**Mathematics**	English-Language Arts	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	�ること		Yes	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Pine Tree ES	**Pine Forest USD**
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0.0%

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

✕ Not applicable. The graduation rate for AYP criteria applies to high schools.
✧ Not applicable.

Professional Development

Teachers and other staff members are provided with opportunities to participate in staff development activities that improve and maintain their professional skills. Three staff development days are authorized each year for specific training. Subject areas planned for training this year include: The *Step Up To Writing* program, technology, and second language learner teaching strategies. Recent staff development has also included aligning State Standards to the core subjects, teaching with the newly adopted language arts programs, and building resiliency in children.

Grade level cluster meetings are also used monthly to provide staff development, planning, and collaboration for improving curriculum and teaching strategies. Title II money is used to help ensure that all of our teachers and paraprofessionals meet the requirements of being "highly qualified" under the No Child Left Behind Act of 2001.

For the past three years, we had three days dedicated to staff and professional development.

"Small class size and a sense of community provide a nurturing environment along with a powerful learning opportunity."

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting http://data1.cde.ca.gov/dataquest/.

Teacher Credential Information				
	Pine Forest USD	Pine Tree ES		
Teachers	**10-11**	**08-09**	**09-10**	**10-11**
With Full Credential	470	28	29	29
Without Full Credential	8	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Pine Tree ES		
	09-10	**10-11**	**11-12**
Teacher Misassignments of English Learners	1	0	0
Total Teacher Misassignments	2	0	0
Vacant Teacher Positions	1	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	**Taught by Non-NCLB Compliant Teachers**
Pine Tree ES	100%	0.0%
All Schools in District	95.0%	5.0%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	✧	✧

✧ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	2.00
Ratio of Students Per Academic Counselor	413:1
Support Staff	**FTE**
Social/Behavioral or Career Development Counselors	1.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.50
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	0.75
Resource Specialist (non-teaching)	0.20

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	**Pine Forest USD**	**Similar Sized District**
Beginning Teacher Salary	$40,665	$39,984
Mid-Range Teacher Salary	$65,839	$63,798
Highest Teacher Salary	$80,843	$79,204
Average Principal Salary (Elementary School)	$99,651	$102,340
Average Principal Salary (Middle School)	$103,589	$117,275
Average Principal Salary (High School)	$118,423	$142,386
Superintendent Salary	$168,346	$158,484
Teacher Salaries — Percent of Budget	45.3%	43.0%
Administrative Salaries — Percent of Budget	5.3%	5.4%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Pine Tree ES	$4,985	$64,101
Pine Forest USD	$4,888	$63,525
California	$4,943	$61,005
School and District — Percent Difference	+2.2%	+1.7%
School and California — Percent Difference	+1.3%	+5.0%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
Pine Tree ES	
Total Expenditures Per Pupil	$6,380
Expenditures Per Pupil From Restricted Sources	$1,395
Expenditures Per Pupil From Unrestricted Sources	$4,985
Annual Average Teacher Salary	$64,101
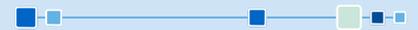
Types of Services Funded

Pine Tree Elementary School received state and federal categorical funding for special programs including:

- Title I
- Title II (Teacher & Principal Training & Recruiting)
- Title II Technology
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Gifted & Talented Pupils
- Professional Development
- Class Size Reduction
- Healthy Start

School Accountability Report Card

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