

Pinewood Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|--|-----------------------------|
| School Name | Pinewood Elementary School |
| Street | 6181 Pine Street |
| City, State, Zip | Pollock Pines, CA 95726 |
| Phone Number | 530.644.2384 |
| Principal | Kim Little |
| Email Address | klittle@ppesd.org |
| Website | pes-ppesd-ca.schoolloop.com |
| County-District-School (CDS) Code | 09-61960-6005680 |

| Entity | Contact Information |
|-----------------------|--|
| District Name | Pollock Pines Elementary School District |
| Phone Number | 530.644.5416 |
| Superintendent | Pat Atkins |
| Email Address | patkins@ppesd.org |
| Website | www.ppesd.org |

School Description and Mission Statement (School Year 2019-20)

Pinewood Elementary is a small, rural school nestled on the western slope of the Sierra Nevada Mountains between Placerville and Lake Tahoe. Pinewood, one of two schools in the Pollock Pines Elementary School District, serves students in transitional kindergarten through fourth grade with an enrollment of 340 students.

Pinewood Elementary School is committed to the success of each and every student. This school site consistently reflects on its growth on local and state priorities to continually move forward within the district. In recent years, we have implemented research-based programs that better address student needs and eliminated programs where data showed otherwise. As the school looked to implement an improved approach to teaching and learning, we started with Robert Marzano's "Nine Instructional Strategies that Matter Most." Our well-rounded approach to student achievement starts with research-based, literacy and numeracy instructional practices that are implemented school-wide. To build upon our foundation training of Explicit Direct Instruction (EDI), our district is currently starting to support teachers in implementing Universal Design for Learning (UDL) practices. Full implementation of UDL is expected to take several years. To ensure that the teachers adhere to the California Common Core State Standards, we partnered with West Ed to receive intensive training on the instructional shifts in both the English Language Arts and Math standards. In addition, site professional development has centered on understanding the content area frameworks. In our mission to develop technologically fluent learners, our staff has been trained to use the Google platform so that our many grade levels that are using on to one devices can enhance their adopted curriculum with digital experiences. With our goal to grow in math, our staff has dedicated a great deal of time studying and implementing mathematical growth mindset norms, identifying research based strategies to develop math practices, and began using the Smarter Balance Interim Assessment Blocks to measure student growth. In English Language Arts, we have read the EduProtocol book by Corippo and Hebern to enhance our work within the our recent Benchmark curriculum adoption. We continue our long standing commitment to using district wide approaches with Step-Up-to Writing strategies. This year our staff will delve formally into the Next Generation Science Standards not only to amplify science instructions, but also to reinforce both ELA and Math skills. Finally, as a Title 1 school we recognize the need to address social emotional learning. Our staff has received extensive training on trauma informed practices, Love and Logic, and Positive Behavioral Interventions and Supports.

The success of our school begins with our entire team of dedicated and talented educators. Given the small size of our teaching staff, we reflect on the data and performance to guide our professional growth plan. Significant initiatives are reported in the School Plan for Student Achievement with extensive action steps that guide our way. At Pinewood Elementary School, the School Plan is a true working document that is designed to hold each of us accountable on a day-to-day basis. Data is paramount when it comes to making decisions and qualifying success at Pinewood.

Professional Learning Communities play an integral role at Pinewood. Each Wednesday, is an early release day, dedicated to professional growth. At least twice per month, teachers meet in grade-level groups and fl to discuss student performance and follow the cycle of inquiry to improve our teaching practices. In addition, each month the staff meets propel our learning of of initiatives outlined in our School Plan. . It is also important to note that our parents and local community play an integral part in the teaching and learning at Pinewood Elementary School. Our School Site Council (SSC) gives critical feedback on the subjects of safety and school climate. Our active Parent Teacher Club (PTC) has two very important missions; to raise money for enrichment activities like field trips and also to organize events that help create a sense of community around important subjects like literacy. We have many community volunteers who regularly volunteer to support our students.

The Pinewood Elementary School community is a group of learners that works together as a unified team to improve the success of all students. We are a focused and motivated group of educators with the number one objective of creating a learning environment where all students are successful. We aim to be learner driven and data informed.

Vision Statement

The Pinewood Way: Working together to inspire each child to reach their full potential and become successful lifelong learners.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 69 |
| Grade 1 | 68 |
| Grade 2 | 73 |
| Grade 3 | 68 |
| Grade 4 | 67 |
| Total Enrollment | 345 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.3 |
| American Indian or Alaska Native | 0.9 |
| Asian | 0.6 |
| Filipino | 0.6 |
| Hispanic or Latino | 14.8 |
| Native Hawaiian or Pacific Islander | 0.6 |
| White | 77.7 |
| Two or More Races | 4.3 |
| Socioeconomically Disadvantaged | 51.6 |
| English Learners | 1.4 |
| Students with Disabilities | 14.8 |
| Foster Youth | 0.9 |
| Homeless | 1.7 |

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 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|-------------------|-------------------|-------------------|---------------------|
| With Full Credential | 22 | 19 | 18 | 33 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 1 | 1 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| 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 2019-20)

Year and month in which data were collected: September, 2019

The Pollock Pines School District has a regular procedure for the evaluation and selection of textbooks that involves staff from all schools. This ensures that learning materials are aligned with the state frameworks curriculum standards, and up to date.

Language Arts materials were adopted in 2017, Social Studies in 2006, Science in 2007, and Mathematics in 2015. All supporting materials are in place in classrooms. Materials for other curriculum areas are relevant and of good quality. There are more than sufficient quantities of books and materials available to support each student. All classrooms are equipped with computers and printers.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|--|
| Reading/Language Arts | Benchmark English Language Arts (2017) | Yes | 0 |
| Mathematics | Houghton Mifflin - Math Expressions (2015) | Yes | 0 |
| Science | Pearson Scott Foresman, California Science (2007) | Yes | 0 |
| History-Social Science | Harcourt, Reflections (2006), | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Pinewood School contains 18 permanent classrooms, eight relocatable teaching stations, a computer laboratory, a media center, and a multipurpose room (gym) with a stage. The Internet is accessible from all classrooms, the library, and the computer lab. A modernization process that included the upgrading the kitchen and the multi-purpose room was completed last year. This project included installing an HVAC system for the MP room and installing a new sports floor. The project also included modernizing the kitchen to include a new walk in refrigerator and freezer. The campus is accessible to the disabled. Head Start and State Preschool programs are located on campus as well.

Procedures that include fire, earthquake and emergency preparedness are in place regarding campus safety. Order and safety on campus are a high priority as reflected in our student rules and behavior standards. The School Safety Plan is updated annually. Various staff members supervise the playground and lunchroom, and all school equipment and facilities are regularly maintained. School facilities are kept clean and free of litter and graffiti by effectively trained and scheduled personnel. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

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

Year and month of the most recent FIT report: January 2020

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good Fair | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 36 | 46 | 43 | 48 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 20 | 38 | 32 | 39 | 38 | 39 |

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students | 133 | 132 | 99.25 | 0.75 | 46.21 |
| Male | 65 | 65 | 100.00 | 0.00 | 41.54 |
| Female | 68 | 67 | 98.53 | 1.47 | 50.75 |
| Black or African American | | | | | |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 25 | 25 | 100.00 | 0.00 | 36.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 102 | 101 | 99.02 | 0.98 | 48.51 |
| Two or More Races | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| Socioeconomically Disadvantaged | 73 | 72 | 98.63 | 1.37 | 43.06 |
| English Learners | -- | -- | -- | -- | -- |
| Students with Disabilities | 30 | 29 | 96.67 | 3.33 | 10.34 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | | | | | |
| Homeless | -- | -- | -- | -- | -- |

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 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 133 | 132 | 99.25 | 0.75 | 37.88 |
| Male | 65 | 65 | 100.00 | 0.00 | 38.46 |
| Female | 68 | 67 | 98.53 | 1.47 | 37.31 |
| Black or African American | | | | | |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 25 | 25 | 100.00 | 0.00 | 24.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 102 | 101 | 99.02 | 0.98 | 41.58 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 73 | 72 | 98.63 | 1.37 | 36.11 |
| English Learners | -- | -- | -- | -- | -- |
| Students with Disabilities | 30 | 29 | 96.67 | 3.33 | 17.24 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | | | | | |
| Homeless | -- | -- | -- | -- | -- |

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

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged and asked to visit and volunteer in classrooms as much as possible. The Parent Teacher Club is very active in supporting students, families, and programs. Many activities are coordinated during the year such as fund raisers to update technology in classrooms and social events like the Spring Luau. Some are traditional and occur "every year," some are "new ideas" and some are in response to opportunities and needs that arise. Pinewood's School Site Council also meets regularly; parents can be involved by serving as elected representatives or attending meetings and contributing to sponsored activities.

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 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 2.9 | 2.5 | 2.6 | 5.3 | 4.2 | 4.1 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

Pinewood Elementary School staff members make every effort to provide a safe, orderly, and disciplined campus atmosphere. Pinewood developed and utilizes a Positive Behavioral Interventions and Supports (PBIS) system to maintain behavioral expectations. These ideals are explicitly taught, modeled and reinforced by all staff on a continual basis. The school to home connection and consistent communication is essential to sustaining a safe and orderly campus. Appreciation, positive recognition, and self-esteem building practices are ingrained in the school culture. Positive behavior and student contributions to the school are recognized at assemblies during the school year.

The school's Emergency Operations Plan is reviewed every year during staff development days before school begins. The most recent review took place in August, 2019. Staff is updated on the plan and made aware of the important details in the plan. Pinewood Elementary School practices a "Lock Down Drill", "Fire Drill" and "Bus Evacuation" during the first week of the school year with all staff and students. Monthly evacuation emergency drills are conducted to keep students and staff attuned to safety procedures. The Plan is regularly reviewed and revisions are considered after every major emergency. Most recently we have partnered with the County Sheriff and the Office of Emergency Services to discuss best practices during emergency events on campus.

Beyond evacuation procedures, our staff continually receives training aimed at the health and safety of the Pinewood Community. Annually, many staff members are trained to administer CPR and first-aid. In addition to this training, our coaching personnel complete classes on identifying and treating concussions. A school nurse works two days per week assisting office personnel, staff, students, and parents with health concerns. This nurse also provides an annual in-service to review and teach specific health and safety protocols. A team of employees is Crisis Prevention Institute (CPI) trained to safely manage disruptive and assaultive behaviors. Yard supervision is provided by teachers, paraprofessionals, and the principal before and after school and at all passing periods, breaks, and lunch.

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 | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| K | 23 | 1 | 3 | | 21 | 1 | 3 | | 20 | 2 | 2 | |
| 1 | 22 | | 3 | | 27 | | 3 | | 19 | 3 | | |
| 2 | 22 | | 3 | | 27 | | 2 | | 25 | | 3 | |
| 3 | 23 | | 3 | | 24 | | 3 | | 23 | | 3 | |
| 4 | 24 | | 3 | | 28 | | 3 | | 22 | | 3 | |
| Other** | 3 | 1 | | | | | | | | | | |

*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.

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

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | .0 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | .3 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

*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 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------------|---|---|------------------------------|
| School Site | 10,435 | 2,449 | 7,986 | 69,085 |
| District | N/A | N/A | 7,582 | 68,705 |
| Percent Difference - School Site and District | N/A | N/A | 5.2 | 0.6 |
| State | N/A | N/A | \$7,506.64 | \$64,941.00 |
| Percent Difference - School Site and State | N/A | N/A | 6.2 | 6.2 |

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 2018-19)

Special programs offered at Pinewood School include special education (RSP/SDC), library, Title I reading intervention, two computer labs.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---------------------------------------|--------------------|--|
| Beginning Teacher Salary | \$ | \$45,252 |
| Mid-Range Teacher Salary | \$ | \$65,210 |
| Highest Teacher Salary | \$ | \$84,472 |
| Average Principal Salary (Elementary) | \$ | \$107,614 |

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Average Principal Salary (Middle) | \$ | \$112,242 |
| Average Principal Salary (High) | \$ | \$ |
| Superintendent Salary | \$ | \$124,686 |
| Percent of Budget for Teacher Salaries | 32% | 31% |
| Percent of Budget for Administrative Salaries | 8% | 7% |

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

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 2 | 2 |

The 2016-2017 school year calendar included two full day staff development days. These days were dedicated to providing professional to all staff in Positive Behavior and Intervention Strategies (PBIS). During the 2017-2018 and the 2018-2019 the district provided two professional development days. These days were focused on Love and Logic training for all staff members. In addition, Pinewood has "Early Release" days every Wednesday of the week that allowed for further professional development and teacher collaboration. Topics included in professional development included Common Core (West Ed), classroom instructional strategies, curriculum and assessment development, and building developmental assets.