



Tres Pinos Elementary School

5635 Airline Hwy. • Tres Pinos, CA 95075-0188 • (831) 637-0503 • Grades K-8

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Tres Pinos Union Elementary School District

5635 Airline Highway
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District Governing Board

Emily Skow

Linda Kershaw

Jeannie Cezar

Edward Schmidt

Jason Noble

District Administration

Bronson Mendes-LoBue

Superintendent

Superintendent

Mission Statement

It is the mission of Tres Pinos Union Elementary School, in partnership with the school community, to support and sustain a system of learning which will inspire all students to think, to learn, and to care. We will strive to instill in each student a desire for lifelong learning and offer them the opportunity to realize their highest aspirations for the good of both the individual and society.

School Profile

Tres Pinos Union Elementary School District is a small rural TK-8 single school district located one mile north of the village of Tres Pinos and 5 miles south of Hollister. During 2018-2019 school year the school had a maximum student enrollment of 103 pupils.

As a direct result of our rural setting, our school operates multigrade classrooms. Therefore, teachers, administrator, and the school community are continuously working together to plan staff development activities that will help us better understand the complexity of multigrade curricula implementation and the corresponding workload required of teachers for the quality program they provide. The desired outcome is to have a program that is focused on ensuring that each child is successful.

Presently assigned to Tres Pinos Union School are six teachers, one Paraprofessional, one Service aide/Secretary, and one Administrator.

The school enjoys the active support of its parents and community members. The Tres Pinos Parent/Teacher Organization sponsors various fund raising activities and use funds to support the instructional program, after school athletics, and the purchasing of Chrome Books for each student at Tres Pinos School. The District Advisory Committee is made up of various stakeholders and provides input in the development of the Local Control Accountability Plan.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	18
Grade 1	6
Grade 2	10
Grade 3	5
Grade 4	11
Grade 5	9
Grade 6	11
Grade 7	22
Grade 8	16
Total Enrollment	108

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	26.9
White	69.4
Two or More Races	1.9
Socioeconomically Disadvantaged	41.7
English Learners	1.9
Students with Disabilities	10.2
Homeless	0.9

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 for Tres Pinos Elementary	17-18	18-19	19-20
With Full Credential	5	5	6
Without Full Credential	1	1	6
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Tres Pinos Union	17-18	18-19	19-20
With Full Credential	◆	◆	6
Without Full Credential	◆	◆	6
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Tres Pinos Elementary School

Indicator	17-18	18-19	19-20
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)

Tres Pinos Union Elementary held a public hearing on September 13, 2018, and determined that the school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

In the 2018/2019 school year, Tres Pinos School adopted Weekly Studies for the Social Studies curriculum, and is looking at Science Curriculum for the upcoming state adoption.

Textbooks and Instructional Materials

Year and month in which data were collected: 9/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Collections 7-8th Houghton Mifflin Journeys K-6th Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Pearson Scott Foresman EnVision Adopted 2014 McGraw Hill California Common Core Mathematics (Courses 1, 2, and 3) Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Glencoe (MacMillan/McGraw Hill) Adopted 2001 McGraw-Hill Adopted 2001 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Weekly Studies - adopted in 2018/2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Health	MacMillan/McGraw Hill Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Tres Pinos Elementary School was built in 1978 and is comprised of six classrooms, multipurpose room, library, office building, staff lounge, and playground.

Cleaning Process: Tres Pinos Union Elementary School contracts out for janitorial services. The principal and staff work daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board, in its contract with the janitorial service company, has adopted cleaning standards for the entire school site. A summary of these standards are available at the district office for review.

Maintenance and Repair: The District contracts out with maintenance staff to ensure that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

The Board of Trustees is looking into proposals to replace the cracked asphalt on playgrounds. In 2019, the district replaced the asphalt on the Kindergarten playground. The district also has replaced the chain links on the swing sets and has done minor repairs on the FIT report.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 09/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Stained carpets, carpets worn out in main office, bookshelf not anchored to wall.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	A broken electrical conduit was visible at the left rear of Room 5.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Damage visible at the bottom of the post for one of the stall enclosures in boys restroom. Toilet leak at handicap stall in girls restroom.
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Rodent removal is well under control; however, there is a need to landscape the field to get rid of squirrel holes. Water has caused edges of blacktop to rise and may cause a trip hazard. Wood deterioration and delaminations at lower janitor door areas. Grass is dead on field due to drought. One park bench has two broken boards. Uneven concrete walks in front.
Overall Rating	Fair	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	32	42	32	44	50	48
Math	30	37	30	33	38	37

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	71	71	100.00	42.25
Male	36	36	100.00	44.44
Female	35	35	100.00	40.00
Hispanic or Latino	19	19	100.00	31.58
White	50	50	100.00	46.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	28	100.00	39.29
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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.

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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	71	71	100	36.62
Male	36	36	100	41.67
Female	35	35	100	31.43
Hispanic or Latino	19	19	100	15.79
White	50	50	100	44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	28	100	32.14
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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.

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)

Tres Pinos Elementary greatly benefits from its supportive parents. Parents volunteer in the classroom, provide instructional support, help on field trips and coach after school athletics. The District Advisory Committee and the Parent/Teacher Organization provide opportunities for parents to provide input about the district's budget, participating on the LCAP plus input on programs and activities at the school. Other parent/teacher committees that meet on a regular basis are the Eighth Grade Graduation Committee and the Sixth Grade Science Camp Committee.

In 2018/2019, we had three Parent Math Nights for parents to attend a session with their child's teacher on the specific concepts students were working on in class.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Tres Pinos Elementary School at 831-637-0503. They may also email the school at blobue@sbcoe.k12.ca.us

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.

School Safety Plan

Safety of students and staff is a primary concern of Tres Pinos Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Disaster, fire, and lock-down drills are conducted on a regular basis throughout the school year.

There is one paraprofessional on yard duty during morning recess. Lunch recess is supervised by two lunch supervisors along with the Principal. Parents, volunteers and visitors are asked to enter the office and sign in and receive a visitors pass when entering the campus.

Last date reviewed & updated: Fall, 2019

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	6.9	6.3	10.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.9	6.3	10.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	12	1			8	2			9	2		
1	8	1			12	1			6	1		
2	12	1			8	1			10	1		
3	7	1			13	1			5	1		
4	14	1			7	1			11	1		
5	10	2			13	1			8	1		
6	14	1			10	2			11	1		
Other**												

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year that are provided by the San Benito County Office of Education. During the 2018-2019 school year, the staff attended professional development with the new intervention program Successmaker. For 2017/18 and 2018/2019 the school administered Renaissance Learning STAR 360 benchmarks three times a year as the testing program to track student progress.

During the summer of 2015, all staff members were re-certified in first aide, CPR, and the use of an AED. In August, 2017, all staff members were recertified in first aide, CPR and the use of an AED.

During the 2016/2017 school year, staff members attended workshops for the NGSS curriculum through the San Benito County Office of Education. Staff also attended professional development for the Language Arts program through Houghton Mifflin. The school has purchased the Star 360 reading assessment program and all teachers attended an on-line training in September. Three benchmark dates were set for assessment. Also in 2016/2017 the ST Math program was purchased and teachers attended training on the use of the program. The San Benito County Office of Education provided access to the Footsteps2Brilliance program. This program helps children develop reading and writing skills for students in TK-3rd grades.

During 2017/2018, staff members attended training's with Aeries, the student information system new to the school and setting up report cards and gradebooks on Aeries. The Superintendent/Principal attended training for the new ELPAC assessment for English Language Learners. Office staff attended an Epi pen training in November and teachers and administration attended two STAR 360 workshops for the new benchmark system through Renaissance Learning. In 2018/2019, teachers attended training on the new intervention program. In 2019/20 staff attended CPR, first aide and AED training.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,922	\$45,252
Mid-Range Teacher Salary	\$57,046	\$65,210
Highest Teacher Salary	\$78,480	\$84,472
Average Principal Salary (ES)	\$105,998	\$107,614
Average Principal Salary (MS)	\$0	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$0	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	31%
Administrative Salaries	9%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to general state funding and local funding, Tres Pinos Elementary receives state and federal funding for categorical funds and other support programs. The School receives a Rural Education Achievement Program grant that funds support staff.

In addition to the core curricula, the district offers enrichment and academic support programs such as intervention and the Algebra Academy, Successmaker, ST Math and Math intervention.

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,958	\$1,846	\$7,479	\$61,976.00
District	N/A	N/A	\$7,938	\$61,975.00
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.0	0.0
School Site/ State	-0.4	-4.7

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.