

# School Accountability Report Card Reported for School Year 2005-06

*Published During 2006-07*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School Information	
School Name	Pine Ridge School
Street	13878 Compton Drive
City, State, Zip	Magalia, CA 95954
Phone Number	530.873.3800
Principal	Steve Harrington
E-mail Address	sharrington@pusdk12.org
District Information	
District Name	Paradise Unified School District
Phone Number	530.872.6400
Web Site	www.pusdk12.org
Superintendent	Steve Jennings
E-mail Address	cjohnson@pusdk12.org

### School Description and Mission Statement

This section provides information about the school's goals and programs.

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A note about this School Accountability Report Card:

Pines Elementary School and Mountain Ridge Middle School merged in August 2007 to become Pine Ridge School, serving students in grades K-8. This report covers both schools with information for the 2005/2006 school year. Where data must be reported by site, both sets of data are included in each data cell, separated by a slash.

For Pines Elementary School...

Pines Elementary School was built on the belief that we must respect others and the environment. As we grow, learn and explore together, those leaving the Pines School will take with them a love of learning, a love of self and others, and the power to adapt to and effect positive change in the world.

In keeping with our school motto, "A great place to learn," Pines Elementary School has a quality teaching and support staff dedicated to providing academic excellence and a supportive learning environment. We take pride in our high standards of scholarship and citizenship. Our programs and activities offer growth and success for each child. A skilled and dedicated staff, motivated students and supportive parents work together to achieve our goals.

Successful schools hold high expectations for student achievement and behavior. We want every child to succeed in school! Our focus areas for 2005/2006 are literacy, mathematics, technology, student safety and providing additional services for struggling learners.

For Mountain Ridge Middle School...

Welcome to Mountain Ridge Middle School. Our mission at Mountain Ridge is to prepare knowledgeable, productive, responsible citizens who are motivated to continue learning and are able to function successfully, with integrity, in a complex, changing world. We believe that every student can succeed and our staff and programs are committed to that end.

Mountain Ridge is a true middle school—with 6th through 8th graders on one campus. For the 6th graders, it is a year of transition from the self-contained classrooms of elementary school to having two teachers coring with a group of students, then changing classes for P.E. Our 6th grade teachers focus on the unique needs and concerns of 6th graders as they move into a more rigorous academic and subject centered environment.

In 7th grade students transition into the full middle school setting, with 4 to 5 teachers per day and changing classes every period. Students are grouped in teams, however, with pairs of teachers being responsible for academically and behaviorally monitoring their "teams." Students are integrated as much as possible. Assignments and independent work are accentuated more than at 6th grade, but teachers continue to be aware of the developmental needs of 7th graders as they offer social support and academic interventions as needed.

8th grade completes the transition of middle school and is preparation for the next move into high school.

### Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

For Pines Elementary School...

Parents have the opportunity to work with PEP (Pines Elementary Parent Organization) to assist in kindergarten registration, cougar recognition, picture day, serve on the district parent advisory committee, and coordinate the book fair. Parents also may serve on our Site Council, which controls the Pines Elementary budget and makes decisions about needed items for the school, and may serve on various committees throughout the year.

For Mountain Ridge Middle School...

Parents and guardians are encouraged to become involved as much as possible in the education of their child(ren). A common misconception is that students in middle grades do not need the degree of parental involvement as elementary students. The reverse is actually true. As children enter this difficult time of pre-adolescence, their need for guidance, monitoring and support increases—though they may not ask for, or be as receptive to, help as they were previously. A strong bond between home and school is vital to insure the success of our middle school students.

Parents can help by:

- Volunteering in the classroom
- Helping on field trips (planning and driving)
- Being a guest speaker or bringing guest speakers into the classroom
- Fundraising
- Becoming a member of the Mountain Ridge Parent Club
- Serving on Site Council
- Helping in the office (we have an organized group of volunteers)
- Applying to coach a sports team

Contact your child's teacher or the school principal if you would like to volunteer in any capacity.

### Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	50	Grade 8	126
Grade 1	39	Grade 9	0
Grade 2	42	Grade 10	0
Grade 3	55	Grade 11	0
Grade 4	53	Grade 12	0
Grade 5	53	Ungraded Elementary	0
Grade 6	110	Ungraded Secondary	0
Grade 7	123	Total Enrollment	292/359

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.7/0.8	White (not Hispanic)	88.7/88.3
American Indian or Alaska Native	1.7/1.4	Multiple or No Response	2.7/0.0
Asian	0.3/0.6	Socioeconomically Disadvantaged	55.8/52.9
Filipino	0.0/0.0	English Learners	0.0/1.0
Hispanic or Latino	5.1/8.6	Students with Disabilities	14.0/16.0
Pacific Islander	0.7/0.3	---	---

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

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-2004				2004-2005				2005-2006			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.0	2			20.0	2			16.7	3		
1	19.5	4			20.0	2			18.5	2		
2	20.0	2			20.0	2			20.0	2		
3	19.0	2			20.0	2			17.7	3		
4	27.0		2		27.0		3		26.0		2	
5	30.5		2		27.5		2		26.0		2	
6	28.0		4						29.0		3	
K-3	20.0	1			20.0	1						
3-4												
4-8												
Other	10.0/12.0	1/1			4.0	1			9.0/8.3	1/3		

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

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.0	5	10		23.2	8	20		27.4		12	1
Mathematics	27.0	1	7		23.8	3	12		26.5	1	11	
Science	24.4	4	4	1	28.2	1	9	3	28.7		9	3
Social Science	27.8		7	1	27.6	1	10	2	28.8		11	1

## Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

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For Pines Elementary School...

One of the Pines School's priorities is student safety. Our School Safety Plan, as approved by the PUSD Board of Trustees, includes the following information: child abuse reporting procedures, disaster procedures, routine and emergency procedures, suspension and expulsion procedures, procedures to notify teachers of dangerous pupils, sexual harassment, dress code, safe ingress and egress, safe, orderly learning environment, and rules and procedures for school discipline.

For Mountain Ridge Middle School...

Mountain Ridge Middle School's Safety Plan addresses disaster preparedness, student discipline and safe entry and exit to and from school grounds. Fire drills, earthquake drills and "lock-down" drills are regularly scheduled. All students and staff are trained in safety procedures during these drills that have been developed by our school safety committee in consultation with local fire, police and safety officials.

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

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For Pines Elementary School...

Pines Elementary School is one of the most beautiful and well cared for schools in Northern California. We have outstanding staff and offer some of the finest educational programs. Students are recognized for outstanding achievements through our student of the month cougar recognition and "Character Counts" programs. All classrooms have programs to recognize individual students. Our cougar paw program allows students to earn various items including lunch with the principal. Our fifth grade students cooperate with the California Department of Forestry and the Upper Ridge Wilderness Area to help maintain the trails near our school. Our before school programs provide support for struggling students and help ensure that all students are successful. Our teachers work in a close partnership with parents to support the total development of our children.

For Mountain Ridge Middle School...

Our discipline policies and schoolwide behavior plan are designed to meet the developmental needs of middle schoolers. We strive to be consistent and have meaningful consequences for misbehavior as well as provide students the opportunity to learn from their mistakes. We believe middle school is the time to support and instruct students in appropriate behavior and self-discipline. Besides having a caring staff that makes a concerted effort to meet the needs of each and every child and not allow any students to "fall between the cracks," Mountain Ridge Middle School has a peer counseling/conflict manager program and offers several social/academic interventions, including "Girl Week," the Virtues Project, an Opportunity Class, tutoring referrals and an after-school remediation and enrichment program.

Electives are offered for both 7th and 8th grades. The Exploratory Wheel, offered to 7th graders, is a series of quarter long classes that students rotate through during the school year. These classes are designed to expose students to a healthy variety of offerings that they will find interesting and will provide them with valuable skills. Types of these classes include: computer technology, art, drama, chorus, band, etc. Exploratory classes are interwoven with intervention classes that provide students with instruction in basic skills in math, English and study skills.

In 8th grade students may choose from elective offerings and/or a set of intervention classes. The intervention classes are in English, math and study skills. The electives are yearbook, computer technology, leadership, chorus, band, broadcasting, office aide and student aiding at Pines Elementary School.

### Suspensions and Expulsions

This table displays the number of suspension and expulsion incidents at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
<b>Suspensions</b>	32/218	24/196	58/201	137/544	112/468	154/391
<b>Expulsions</b>	1/4	1/9	0/10	1/19	5/23	0/24

### III. School Facilities

#### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

For Pines Elementary School...

Pines Elementary School has an annual inspection of the school grounds and facilities. All items found not in compliance are brought into compliance by our custodial staff. Classrooms, restrooms, the multipurpose room, and library are cleaned and inspected several times each day. The campus is kept clean of trash as staff and students pick up any trash seen. Any damage or unsafe conditions are repaired immediately by the custodial staff, district staff or outside contractors, if necessary.

For Mountain Ridge Middle School...

Mountain Ridge Middle School was built in 1996. During the 2005/2006 school year, the 359 students at Mountain Ridge were accommodated in 18 classrooms. The Pine Ridge Learning Center Library houses more than 13,000 volumes and a 20-station computer lab, plus another 12 on-line work stations. Our multipurpose room/cafeateria has a music room annex for our band pro-gram. We have a broadcast facility that provides students with the opportunity to experience media productions and a twice weekly, whole school closed-circuit television broadcast.

Our new gymnasium, shared with the Paradise Recreation and Park District, enables our physical education department to provide instruction and activities year-round and is home to many after-school sports programs and community recreational activities.

#### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair	Repair Needed and Action Taken or Planned
Gas Leaks	[X]	
Mechanical Systems	[X]	Both sites have an energy managaement system that is monitored.
Windows/Doors/Gates (interior and exterior)	[X]	
Interior Surfaces (walls, floors, and ceilings)	[X]	
Hazardous Materials (interior and exterior)	[X]	All classrooms must store hazardous chemicals and flammable materials "out of reach of children."
Structural Damage	[X]	
Fire Safety	[X]	
Electrical (interior and exterior)	[X]	Several rooms are using non-commercial style lamps. Several locations are using extension cords for power.
Pest/Vermin Infestation	[X]	
Drinking Fountains (inside and outside)	[X]	
Restrooms	[X]	
Sewer	[X]	Both sites are on a septic system
Playground/School Grounds	[X]	
Other	[X]	

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-2004	2004-2005	2005-2006	2005-2006
<b>With Full Credential</b>	20/21	21/19	21/19	280
<b>Without Full Credential</b>	0/0	0/0	0/0	7
<b>Teaching Outside Subject Area of Competence</b>	0/0	0/0	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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
<b>Misassignments of Teachers of English Learners</b>	---	0/0	0/0
<b>Total Teacher Misassignments</b>	---	0/0	0/0
<b>Vacant Teacher Positions</b>	---	0/0	0/0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	93.8/98.2	6.2/1.8
<b>All Schools in District</b>	93.0	7.0
<b>High-Poverty Schools in District</b>	0.0	0.0
<b>Low-Poverty Schools in District</b>	91.0	9.0

### Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Our district works diligently to provide qualified substitutes in the event a teacher should be absent. Teacher qualifications are a priority. Occasionally no one is available from the substitute pool and a teacher or administrator from the school must fill in. There are currently 85 teachers in our substitute pool with full or emergency credentials. This number has decreased from 114 in the past year; however, student population has also decreased. Recruitment for qualified substitutes is ongoing.

### Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

The district's evaluation program for all teaching staff meets Education Code requirements and focuses on the identification of sound teaching that aligns with the California Teaching Standards. Emphasis is placed on the support and development of new teachers and continuing professional growth for veteran teachers. All probationary and temporary teachers are evaluated yearly and permanent teachers every third year. Teachers set improvement goals for the year they are evaluated and professional growth goals between evaluations. Probationary teachers receive formal observations while permanent staff have a menu of evaluative experiences to choose from. Teachers who are identified as needing improvement are placed on "Professional Improvement Status" with documentation of progress and recommendations for future status. Individuals continuing to need improvement are placed on "Intensive Assistance Status" and then "Conditional Intensive Assistance Status." The final result of unsatisfactory performance could be termination. The results of teacher evaluation are confidential between the individual teacher and district.

Each teacher is required to participate in 21 hours of staff development every year. Opportunities are provided by the district after school and during the summer. During the past three years two total work days have been set aside for staff development. Some schools have utilized early release days for students to provide staff development for teachers at those sites.

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0/1.0	
Library Media Teacher (Librarian)		--
Library Media Services Staff (paraprofessional)	1.0	--
Psychologist	.2/4	--
Social Worker		--
Nurse	.15/.15	--
Speech/Language/Hearing Specialist	.4/2	--
Resource Specialist (non-teaching)		--
Other		--

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

The district sets a high priority on providing current and sufficient textbooks and instructional materials for students. Our primary goal is to provide instruction and materials that are aligned to the California Content Standards. The district textbook review and approval process considers instructional materials that have been approved by the State Board of Education (SBE) for textbook adoption. Students have access to a wide variety of instructional materials including texts, workbooks, math and science equipment, reference resources, library and audiovisual materials. The school library and other technology resources provide students and staff with additional tools for learning and accessing information.

Annually the district surveys availability and adequacy of textbooks and science laboratory materials. Sufficient standards-aligned core textbooks are provided for each student on a one-to-one basis. Adequate materials support English language learners. District-adopted materials are current and consistent with state adoption and curriculum framework cycles. Supplemental materials approved by the Board of Trustees include Write Source K-8 (Great Source Publishing) and Math Steps K-6 (Houghton Mifflin). In addition varied supplemental programs are utilized in classrooms and several intervention programs are used for academic support for struggling learners.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Legacy of Literacy, Houghton Mifflin, ©2003 (grades K-6) The Language of Literature, McDougal Littell, ©2002 (grades 7-8)	0%
Mathematics	Progress in Mathematics, Sadlier-Oxford, ©2000 (grades K-6) Concepts and Skills, McDougal Littell, ©2001 (grades 7-8) Algebra: Tools for a Changing World, Prentice Hall ©1998 (grades 7-8)	0%
Science	Harcourt Science Program, ©2000 (grades K-5) Prentice Hall Science Explorer, ©2001 (grades 6-8)	0%
History-Social Science	Houghton Mifflin Social Studies, ©1999 (grades K-8)	0%
Foreign Language		
Health	Modern Health, Glencoe, ©1994 (grades 6-8)	0%
Science Laboratory Equipment (grades 9-12)		

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	---	---		\$50,435
Percent Difference – School Site and District	---	---		
State	---	---	\$4,743	\$54,823
Percent Difference – School Site and State	---	---		

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

### Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,340	\$36,796
Mid-Range Teacher Salary	\$44,869	\$54,062
Highest Teacher Salary	\$68,680	\$68,679
Average Principal Salary (Elementary)	\$76,518	\$83,916
Average Principal Salary (Middle)	\$73,798	\$86,752
Average Principal Salary (High)	\$82,112	\$92,915
Superintendent Salary	\$96,217	\$121,387
Percent of Budget for Teacher Salaries	39.7	40.2
Percent of Budget for Administrative Salaries	4.6	5.8

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	46/36	40/35	43/46	44	46	47	36	40	42
Mathematics	42/25	45/30	51/35	32	37	39	34	38	40
Science	27/*	25/*	34/51	41	35	42	25	27	35
History-Social Science	--/17	--/26	--/39	34	33	33	29	32	33

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*/*	*/*	*/*	--/*
American Indian or Alaska Native	*/*	*/*	*/*	--/*
Asian	*/*	*/*	*/*	--/*
Filipino				
Hispanic or Latino	*/39	*/32	*/*	--/*
Pacific Islander	*/*	*/*		
White (not Hispanic)	43/48	52/35	31/51	--/40
Male	40/43	56/35	35/55	--/44
Female	48/50	45/34	33/47	--/33
Economically Disadvantaged	28/39	41/31	9/45	--/29
English Learners	--/*	--/*	--/*	--/*
Students with Disabilities	11/6	8/0	*/18	--/12
Students Receiving Migrant Education Services				

### Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	47/48	37/52	37/52	53	52	55	43	41	42
Mathematics	56/43	45/41	48/54	53	53	57	51	52	53

## NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*/--	*/--
American Indian or Alaska Native	--/*	--/*
Asian		
Filipino		
Hispanic or Latino	*/67	*/75
Pacific Islander	--/*	--/*
White (not Hispanic)	36/50	48/50
Male	27/48	50/50
Female	50/56	46/58
Economically Disadvantaged	33/49	44/46
English Learners	--/*	--/*
Students with Disabilities	*/17	*/0
Students Receiving Migrant Education Services		

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	21.3
7	36.4

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-2004	2004-2005	2005-2006
Statewide	7/7	6/5	5/5
Similar Schools	8/6	5/1	1/3

## API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change		API Score	
	2003-04	2004-05	2005-06	2006
All Students at the School	-20/-26	-19/7	19/34	757/734
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-23/-30	-12/12	14/33	754/734
Socioeconomically Disadvantaged	-6/-19	-29/9	3/40	703/698
English Learners	--	--		
Students with Disabilities	--	--		

## State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

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No schools in the district were under sanctions or in state intervention programs.

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes/No	No
Participation Rate - English-Language Arts	Yes/Yes	No
Participation Rate - Mathematics	Yes/No	No
Percent Proficient - English-Language Arts	Yes/Yes	No
Percent Proficient - Mathematics	Yes/Yes	No
API	Yes/Yes	Yes
Graduation Rate	N/A	Yes

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

## X. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

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For Pines Elementary School...

In keeping with PUSD's high standards, the faculty at Pines is dedicated to outstanding instructional practices. Teachers use a variety of instructional strategies, including cooperative learning, large and small group instruction, and one-on-one instruction, to reach all students. This year our staff will reemphasize our commitment to the mastery of the basic skills of reading, writing and math. It is clear to us that these skills provide the foundation that all students need to be successful in life. Our primary focus areas for the year include literacy and providing additional services for struggling learners. These programs and goals reflect the training and talent of Pines Elementary teachers. Leadership has been provided to assure that the curriculum is appropriately aligned with district and state standards.

For Mountain Ridge Middle School...

Staff and administration at Mountain Ridge Middle School are focused on student learning and achievement. We deliver a standards-based education to our students, maintaining high expectations while providing support to students who struggle academically. Reading and Math intervention classes, Title 1 and Special Education support, and remediation during the school day, after school and over the summer help all students access the core curriculum. GATE students as well as at-risk students receive differentiated instruction in the regular classrooms, plus before and after school opportunities. The faculty of Mountain Ridge frequently compiles and analyzes student performance data to assess the quality of our instruction and student progress toward standards. We base our teaching on the California Standards for the Teaching Profession, which are research proven practices known to maximize student learning. As a middle school sensitive to the tremendous social and emotional changes our students are undergoing, we also focus on ways to guide and support them as they grow and mature. We believe our young adults need caring and involved adults in their lives and we work closely with parents to provide this.

Teachers at Mountain Ridge Middle School are in a continual process of professional growth and staff development. We participate in district staff development workshops as well as generate site-based in-services that support our school goals. Teachers meet by grade level and content area to develop curriculum and assessments, institute effective practices, analyze student performance data and discuss student issues. Our School Site Council sets School Improvement Plan Goals and allocates funds to support those goals.

The administrative team at Mountain Ridge Middle School consists of Principal Steve Harrington, Assistant Principal Dena Kapsalis and Counselor Eric Eckhart. Mr. Harrington has eleven years' educational experience at both middle and high school. Ms. Kapsalis has been an administrator for 6 years, all in middle school. Mr. Eckhart has been at Mountain Ridge in the capacity of school counselor for ten years and has been with PUSD for 14 years.

### Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

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In 2005/2006 the district provided a staff development program for teachers and staff through workshops offered in summer sessions, after school and on minimum days. Staff development activities were both site-based to meet school needs and district-sponsored. Teachers attended a minimum of twenty-one hours of training on standards-based instruction and strategies to improve student achievement and the core content areas that include mathematics, English language arts, science, social studies and technology. Teachers were supported in implementation of new instructional strategies through collaboration and coaching by teacher leaders and administrators at the district and site levels. Teachers were offered the opportunity to participate in AB 466 Reading/Language Arts or Mathematics to learn how to effectively use adopted programs

Administrators participated in ongoing staff development in developing effective leadership through reading educational articles/research and monthly meetings. Several administrators participated in AB 75 Administrative Leadership Training.

## Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,000	36,000
1	50,544	50,400
2	50,544	50,400
3	50,544	50,400
4	54,267	54,000
5	54,267	54,000
6	58,835	54,000
7	58,835	54,000
8	58,835	54,000

## Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

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For Pines Elementary School...

Pines Elementary had one minimum day during the 2005/2006 school year on the last day of school to allow teachers time to have closure for the school year as well as prepare for summer school.

For Mountain Ridge Middle School...

During the 2005/2006 school year Mountain Ridge Middle School scheduled seven minimum days. These minimum days were all designed to meet our School Improvement Goals. They included time spent on:

- Special education/regular education collaboration
- Character education and school climate
- The development of standards-based assessment
- Content area writing
- Reading interventions
- Parent conferences