

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

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		District	
School Name	Pine Ridge School (formerly Pines Elementary School and Mountain Ridge Middle School)	District Name	Paradise Unified School District
Street	13878 Compton Drive	Phone Number	530.872.6400
City, State, Zip	Magalia, CA 95954	Web Site	www.pusdk12.org
Phone Number	530.873.3800	Superintendent	David Tooker
Principal	Steve Harrington	E-mail Address	cjohnson@pusdk12.org
E-mail Address	sharrington@pusdk12.org	CDS Code	04-61531-610522

School Description and Mission Statement

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

Welcome to Pine Ride School. Pine Ridge School was built on the belief that we must respect others and the environment. Our mission is to prepare knowledgeable, productive, responsible citizens who are motivated to continue learning and are able to function successfully. We believe that every student can succeed and our staff and programs are committed to that end. As we grow, learn and explore together, those leaving the Pine Ridge 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.

Pine Ridge 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, and our programs and activities offer growth and success for each child.

Successful schools hold high expectations for student achievement and behavior. We want every child to succeed in school! To support our students we utilize the BEST Behavioral Support Program, the Virtues Program and support student positive behaviors with our Paws Rewards. Our focus areas for 2007/2008 are literacy, mathematics, technology, student safety and providing additional services for struggling learners.

Pines Elementary School and Mountain Ridge Middle School merged in August 2007 to become Pine Ridge School, serving students in grades K-8.

Our kindergarten through 5th grade classes run as traditional elementary classes. Once students reach 6th grade they begin the transition into a secondary model by moving between 2-3 teachers for their core academics, PE and music. In 7th grade students transition into the full secondary 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 the secondary model and 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.

Parents and guardians are encouraged to become involved as much as possible in the education of their child(ren). Parents have the opportunity to help by:

- Work with PEP (Pine Ridge Parent Organization)
- Assist in kindergarten registration
- Assist with BEST and Paws rewards
- Assist with picture day
- Serve on the district parent advisory committee
- Organize the 8th grade Promotion Dance
- Serve on our Site Council
- Volunteer in the classroom
- Help on field trips (planning and driving)

A strong bond between home and school is vital to insure the success of all of our students.

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
Kindergarten	41
Grade 1	61
Grade 2	43
Grade 3	45
Grade 4	61
Grade 5	53
Grade 6	49
Grade 7	121
Grade 8	116
Total Enrollment	590

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	1.01 %	White (not Hispanic)	82.03 %
American Indian or Alaska Native	1.53 %	Multiple or No Response	2.20 %
Asian	0.85 %	Socioeconomically Disadvantaged	62.37 %
Filipino	0.00 %	English Learners	0.85 %
Hispanic or Latino	11.53 %	Students with Disabilities	12.20 %
Pacific Islander	0.85 %		

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	2004-05				2005-06				2006-07			
	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	20	2			16.7	3			21	1	1	
1	20	2			18.5	2			20.3	2	1	
2	20	2			20	2			20.5	1	1	
3	20	2			17.7	3			20.3	2	1	
4	27		3		26		2		30		2	
5	27.5		2		26		2		31		2	
6									32		2	
K-3	20	1										
Other	4	1			9	1						

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	2004-05			2005-06			2006-07					
	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	23.2	8	20		27.4		12	1	28		8	
Mathematics	23.8	3	12		26.5	1	11		28		8	
Science	28.2	1	9	3	28.7		9	3	28		8	
Social Science	27.6	1	10	2	28.8		11	1	28		8	

II. School Climate

School Safety Plan

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

One of the Pine Ridge School's priorities is student safety. Our School Safety Plan 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.

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.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	33.4	39.8	42.0	16.6	15.5	16.5
Expulsions	1.5	1.5	1.5	1.6	1.1	1.1

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.

Pine Ridge 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 or district maintenance. Classrooms, restrooms, the multipurpose room and library are inspected or cleaned each day. Any damage or unsafe conditions are repaired as quickly as possible by the custodial staff, district staff or outside contractors, if necessary.

The Pine Ridge Learning Center Library houses more than 13,000 volumes and a 28-station computer lab, plus another 8 on-line work stations. Our multipurpose room/cafeateria has a music room annex for our band program. Our new gymnasium, shared with the Paradise Recreation and Park District, enables our physical education department and other teachers 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	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	
Mechanical Systems	[X]	[]	[]	80% of all systems are on automatic controls. Filters are changed regularly. Maintenance is continuous.
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	Minor adjustments on all hardware is ongoing by site staff.
Interior Surfaces (walls, floors, and ceilings)	[X]	[]	[]	Walls are painted and repairs made continuously.
Hazardous Materials (interior and exterior)	[X]	[]	[]	Chemical cleaners are stored out of reach of children. Material Safety Data Sheets (MSDS) are on site and updated regularly.
Structural Damage	[X]	[]	[]	
Fire Safety	[X]	[]	[]	Fire extinguishers are serviced yearly and checked monthly. Power taps and extension cords that are used as a power source need to be restricted, per California Fire Code.
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]	[]	[]	Drinking fountains receive regular maintenance.
Restrooms	[X]	[]	[]	Restrooms are in good order, well stocked and clean.
Sewer	[X]	[]	[]	The site is on a septic system and is evaluated as required.
Playground/School Grounds	[X]	[]	[]	The grounds are checked and repaired on an ongoing basis by site staff.
Roofs	[X]	[]	[]	Ongoing maintenance and repairs are being made as required.
Overall Cleanliness	[X]	[]	[]	The site is in good order and maintained in a clean condition,

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[]	[X]	[]	[]

IV. Teachers

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

The annual number of teacher contract days devoted to professional development during each of the last three years is three (3) days or the equivalent of 21 hours. Professional development is offered by the district before the beginning of each school year and numerous after school and weekend workshops are available during the school year. Most teachers exceed the twenty-one hour requirement for professional development.

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
	2004-05	2005-06	2006-07	2006-07
With Full Credential	40	40	35	258
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence	0	0	0	N/A

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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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
This School	100 %	0 %
All Schools in District	100 %	0 %
High-Poverty Schools in District	100 %	0 %
Low-Poverty Schools in District	100 %	0 %

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	.60	983.33
Library Media Teacher (Librarian)	.22	N/A
Library Media Services Staff (paraprofessional)	.75	N/A
Psychologist	.41	N/A
Social Worker	0	N/A
Nurse	.29	N/A
Speech/Language/Hearing Specialist	.60	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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	Houghton Mifflin, ©2002 (grades K-5) McDougal Littell, ©2002 (grades 6-8)	0%
Mathematics	Sadlier-Oxford, ©2001 (grades K-5) McDougal Littell, ©2001 (grades 6-8)	0%
Science	Harcourt, ©2000 (grades K-5) Prentice Hall, ©2001 (grades 6-8)	0%
History-Social Science	Houghton Mifflin, ©2005 (grades K-5) Prentice Hall, ©2005 (grades 6-8)	0%
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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	\$6,290	\$1,580	\$4,710	\$69,434
District	---	---	\$4,985	\$50,219
Percent Difference – School Site and District	---	---	-5.52%	38.26%
State	---	---	\$4,943	\$56,613
Percent Difference – School Site and State	---	---	-4.71%	22.65%

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.

The school provides curriculum-based instruction in all core subjects. It also offers special education services. Additional support is provided for English language learners and for those students struggling with core subjects. Categorical funding supports additional aide time in the classroom and supports educational technology.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

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/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,340	\$36,572
Mid-Range Teacher Salary	\$44,869	\$55,815
Highest Teacher Salary	\$68,680	\$70,985
Average Principal Salary (Elementary)	\$75,521	\$86,995
Average Principal Salary (Middle)	\$70,412	\$90,820
Average Principal Salary (High)	\$74,476	\$96,447
Superintendent Salary	\$96,147	\$128,495
Percent of Budget for Teacher Salaries	38.4 %	39.3 %
Percent of Budget for Administrative Salaries	4.8 %	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, 9, 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: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	40	43	40	46	47	47	40	42	43
Mathematics	45	51	46	37	39	36	38	40	40
Science	25	34	46	35	42	46	27	35	38
History-Social Science				33	33	34	32	33	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	*	*		
Pacific Islander	*	*		
White (not Hispanic)	42	48	47	
Male	40	45	42	
Female	41	48	50	
Economically Disadvantaged	30	36	38	
English Learners	*	*		
Students with Disabilities	6	14	*	
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: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	37	37	54	52	55	57	41	42	42
Mathematics	45	48	63	53	57	55	52	53	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	*	*
Pacific Islander	*	*
White (not Hispanic)	54	66
Male	48	67
Female	63	58
Economically Disadvantaged	46	46
English Learners		
Students with Disabilities	*	*
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: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	28
7	50.8

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	2004-05	2005-06	2006-07
Statewide	6	5	5
Similar Schools	5	1	1

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
	2004-05	2005-06	2006-07	2007
All Students at the School	-19	19	-15	740
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-12	14	-3	749
Socioeconomically Disadvantaged	-29	3	-9	692
English Learners	N/A			
Students with Disabilities	N/A			

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
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	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	N/A	
Percent of Schools Currently in Program Improvement	N/A	