

Pine Ridge School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Pine Ridge School
Street	13878 Compton Dr
City, State, Zip	Magalia, CA 95954
Phone Number	530-873-3800
Principal	David Burdine
E-mail Address	dburdine@pusdk12.org
Web Site	www.pineridge.pusdk12.org
CDS Code	04-61531-6105522

District Contact Information	
District Name	Paradise Unified School District
Phone Number	530-872-6400
Superintendent	Roger Bylund
E-mail Address	jrobbins@pusdk12.org
Web Site	www.pusdk12.org

School Description and Mission Statement (Most Recent Year)

Pines Elementary School and Mountain Ridge Middle School merged in August 2007 to create Pine Ridge School, which serves students in grades Preschool-8. The mission of Pine Ridge is to provide educational opportunities for all students in a safe, caring, respectful and nurturing environment. Our comprehensive Pre School-8th grade program is designed to assist each student in reaching his/her maximum academic, social, physical and emotional potential. We are dedicated to helping students master the rigorous California Common Core State Standards, as well as the equally important life skills and virtues (qualities such as citizenship, teamwork, responsibility and respect).

Our Kindergarten through 5th grade classes run on a traditional elementary schedule. Once students reach 6th grade they begin the transition into a secondary model by moving between four teachers for their core academics and physical education. Our 7th and 8th grade students transition into a traditional secondary setting, with 4 to 6 teachers per day and changing classes every period. We have a student enrollment of approximately 490 students. Our K classrooms have a 25:1 student:teacher ratio, 1st, 2nd and 3rd grade classrooms are 24:1 and our grades 4-8 classrooms average 32 students per class. In addition to an experienced and highly-qualified teaching staff, we have a strong support staff dedicated to providing a successful school experience for each student.

Pine Ridge offers support to students through our Title 1 and Special Education programs. We also offer an array of counseling services to support students socially and emotionally, as well as to provide academic and career counseling in the middle school years.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	47
Grade 1	41
Grade 2	42
Grade 3	42
Grade 4	41
Grade 5	53
Grade 6	84
Grade 7	76
Grade 8	65
Total Enrollment	491

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	2.2
Asian	1.4
Filipino	0.2
Hispanic or Latino	10.6
Native Hawaiian or Pacific Islander	0.0
White	77.2
Two or More Races	7.9
Socioeconomically Disadvantaged	79.4
English Learners	1.2
Students with Disabilities	12.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	25	29	30	210
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	100.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: October 2014

The district sets a high priority on providing current and sufficient textbooks and instructional materials for students. In this regard, our primary goal is to provide instruction and materials that are aligned to the California Common Core State 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 consistent with state requirements. In addition various supplemental programs are utilized in classrooms and a number of intervention programs are used for academic support for struggling learners.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Legacy of Literature, Houghton Mifflin, ©2003 (grades K-5) Reading and Language Arts Program, McDougal Littell, ©2002 (grades 6-8) Write Source Series, Great Source, ©2000 (grades K-8) Houghton Mifflin, Reading, 2003 (6th grade)	Yes	0%
Mathematics	Harcourt Mathematics, Harcourt, ©2009 (grades K-5) Holt Mathematics, Holt, ©2009 (grades 6-8)	Yes	0%
Science	Harcourt Science Program, Harcourt, ©2000 (grades K-5) Prentice Hall Science Explorer, Prentice Hall, ©2008 (grades 6-8)	Yes	0%
History-Social Science	HM Social Studies, Houghton Mifflin, ©2006 (grades K-5) Prentice Hall Social Studies, Prentice Hall, ©2006 (grades 6-8)	Yes	0%
Visual and Performing Arts	Teacher-selected instructional materials that are aligned with State standards	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Pine Ridge School is the result of a recent merger of the Pines Elementary and Mountain Ridge Middle School sites. The elementary side of the campus was constructed in 1986, while the middle school portion of the campus was built in 1996. The facility is a combination of portables and permanent structures. Our site is an outdoor site that sits adjacent to nature trails and land overseen by the Bureau of Land Management. This outdoor setting offers the wooded, mountain feel which complements our rural foothill location.

Our grounds feature three separate play areas for primary, intermediate and middle school-aged students. Each area includes both field and blacktop areas. Additionally, our location near the nature trails offers us the opportunity to include a ROPES course for use by students and staff. We have approximately 35 classrooms available for use both during the day and for our after school programs. All rooms have air conditioning and have been modernized. Restrooms are conveniently located throughout the campus.

The Pine Ridge Learning Center Library houses more than 13,000 volumes and a 28-station computer lab, plus another 4 on-line work stations. We also have rolling carts (one cart with 32 tablets, two carts each with 16 netbooks) which teachers check out to use in the classrooms. Additionally, all classrooms have internet access and are used appropriately at each grade level. Our multipurpose room/cafeteria has a music room annex for our band program and a stage for student performances and awards assemblies. Students may also eat outside at picnic tables during warmer weather. The 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 community recreational activities.

The school participates in annual inspections of the school grounds and facilities. All items found not in compliance are brought into compliance by our custodial staff or district maintenance staff. Classroom trash baskets are emptied daily while the classrooms are cleaned every three days. The 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, the district maintenance/operations department or outside contractors, if necessary.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: August 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	<ul style="list-style-type: none"> No gas leaks were detected at the time of inspection. Propane used at this site. Maintenance is continuous. The site has one standard septic system that is evaluated as required by Butte County.
Interior: Interior Surfaces	[]	[X]	[]	<ul style="list-style-type: none"> Walls are painted and repairs made continuously.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	<ul style="list-style-type: none"> The site is in good order, well maintained and is as clean as can be expected. Custodial is addressing wasps and spiders around building.
Electrical: Electrical	[X]	[]	[]	<ul style="list-style-type: none"> Exit and emergency lighting is checked regularly and noted monthly.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	<ul style="list-style-type: none"> Ongoing repairs are being performed on the restrooms by custodial. Drinking fountains receive regular maintenance and are cleaned frequently.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	<ul style="list-style-type: none"> Fire extinguishers are serviced annually and checked monthly. No hazardous materials were identified. Chemical cleaners are stored out of reach of children. Combustible materials are kept in fire cabinet. Material Safety Data Sheets (MSDS) are on site and updated regularly.
Structural: Structural Damage, Roofs	[X]	[]	[]	<ul style="list-style-type: none"> No structural damage was detected. The flat roofs are in good condition and maintenance/ gutter cleaning is continuous.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	<ul style="list-style-type: none"> Grounds and equipment are receiving ongoing repairs from custodial and maintenance Minor adjustments on all window/door/gate/fence hardware is done by site and maintenance staff.

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	63	60	55	67	62	62	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Student at the School	55
Male	60
Female	52
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	56
Two or More Races	
Socioeconomically Disadvantaged	51
English Learners	
Students with Disabilities	36
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	42	56	50	49	55	54	54	56	55
Mathematics	36	50	50	40	44	44	49	50	50
History-Social Science	43	39	35	44	46	46	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	2	4	4
Similar Schools	2	5	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	1	53	-2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-37	38	
Native Hawaiian/Pacific Islander			
White	15	53	-9
Two or More Races			
Socioeconomically Disadvantaged	3	57	5
English Learners			
Students with Disabilities	11		

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.4	27.3	25.0
7	9.5	36.5	38.1

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

We invite and welcome family involvement in our school. Parents, guardians and community members are encouraged to become involved as much as possible in the education of our children. They have the opportunity to be a part of our classrooms on a daily and weekly basis, and also to participate in special classroom events, school-wide activities and field trips. Some of these opportunities include the following:

- Work with Pine Ridge Parent Organization(PEP)
- Assist in kindergarten registration
- Assist with Virtues awards
- Assist with picture day
- Serve on the district parent advisory committee
- Organize the 8th grade Promotion Dance
- Serve on the School Site Council
- Volunteer in the classroom
- Help on field trips (planning and driving)
- Attend and Participate in Family Nights (i.e., "Milk, Cookies and a Bedtime Story," "Pizza with the Principal" Night, Family Science Nights, Family Math Nights, Adopt-a-School Nights)

A strong bond between home and school is vital to ensure the success of all of our students. Our goals for each child's success are more easily reached when our school is working hand in hand with our parents/guardians to provide the best possible foundation for children.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	15.3	14.1	11.9	8.9	9.4	8.9	5.7	5.1	4.4
Expulsions	0.2	0.2	0.0	0.5	0.6	0.4	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

One of the priorities of Pine Ridge School is student safety. A well-developed school safety plan is in place and is updated and approved by the school board annually. Our plan includes, but is not limited to, the following information: disaster procedures, routine and emergency procedures, suspension and expulsion procedures, procedures to notify teachers of dangerous pupils, child abuse reporting procedures, sexual harassment, dress code, safe ingress and egress, safe, orderly learning environment, and rules and procedures for school discipline. Staff members have been trained using the SIMS/NIMS procedures and we coordinate with district and community resources for appropriate emergency responses. 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 the district, as well as local fire, police and safety officials.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2011-2012
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	80.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25	0	2	0	24		2		24		2	
1	28	0	1	0	23	1	1		21	1	1	
2	27	0	2	0	15	2	1		14	2	1	
3	27.7	0	3	0	24	1	1		21	1	1	
4	32	0	2	0	26		2		21	1	1	
5	30	0	2	0	16	3	1		27		2	
6					20	11	10		21	6	14	

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	21.6	4	5	0	17	6	2	1	21	4	3	1
Mathematics	21.2	5	5	0	23	3	4		16	6	3	
Science	23.7	2	3	2	24	3	2	1	28	1	2	2
Social Science	20.3	4	4	0	24	4		2	16	8	1	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	490
Counselor (Social/Behavioral or Career Development)	.5	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.75	---
Psychologist	.5	---
Social Worker	0	---
Nurse	.3	---
Speech/Language/Hearing Specialist	.75	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "----" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7910	3335	4915	60158
District	---	---	5100	\$58,306
Percent Difference: School Site and District	---	---	-3.6	3.2
State	---	---	\$4,690	\$63,037
Percent Difference: School Site and State	---	---	4.8	-4.6

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,340	\$38,920
Mid-Range Teacher Salary	\$50,504	\$59,803
Highest Teacher Salary	\$75,335	\$78,096
Average Principal Salary (Elementary)	\$79,472	\$95,836
Average Principal Salary (Middle)	\$89,440	\$99,849
Average Principal Salary (High)	\$90,980	\$107,599
Superintendent Salary	\$165,000	\$151,912
Percent of Budget for Teacher Salaries	37	37
Percent of Budget for Administrative Salaries	5	6

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

Professional Development

Professional development opportunities were available through Paradise Unified School District, Butte County Office of Education and other providers. Content consisted of a variety of subject matter including English language arts, math, effective teaching strategies, addressing the needs of students with special needs, increasing student achievement, enriching the school environment and character education.