

# Pine Ridge School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Pine Ridge School
<b>Street</b>	13878 Compton Dr
<b>City, State, Zip</b>	Magalia, CA 95954
<b>Phone Number</b>	530-873-3800
<b>Principal</b>	Talin Tamzarian
<b>E-mail Address</b>	ttamzarian@pusdk12.org
<b>Web Site</b>	<a href="http://pineridge.pusdk12.org/">http://pineridge.pusdk12.org/</a>
<b>CDS Code</b>	04-61531-6105522

<b>District Contact Information</b>	
<b>District Name</b>	Paradise Unified School District
<b>Phone Number</b>	530-872-6400
<b>Superintendent</b>	Michelle John - Interim
<b>E-mail Address</b>	mjohn@pusdk12.org
<b>Web Site</b>	www.pusdk12.org

### **School Description and Mission Statement (School Year 2018-19)**

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 School 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 6th 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 470 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 30 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 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	50
<b>Grade 1</b>	41
<b>Grade 2</b>	42
<b>Grade 3</b>	38
<b>Grade 4</b>	52
<b>Grade 5</b>	41
<b>Grade 6</b>	89
<b>Grade 7</b>	63
<b>Grade 8</b>	57
<b>Total Enrollment</b>	473

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	1.9
Asian	0.6
Filipino	0.2
Hispanic or Latino	12.9
Native Hawaiian or Pacific Islander	0.0
White	76.3
Socioeconomically Disadvantaged	82.2
English Learners	0.4
Students with Disabilities	20.9
Foster Youth	0.8

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	24	24.5	25.5	
Without Full Credential	0	1	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2017

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin, ©2002 (grades K-5) McDougal Littell, ©2002 (grades 6-8) I-Ready (Supplemental - grades K-5) Bridges math (K-5) Study Sync (Supplemental - grades 6-8) Read Live (Supplemental - grades 3-5) NEWSELA (Supplemental - grades 2-8) SIPPS (Supplemental - grades 1-2)	Yes	0%
<b>Mathematics</b>	Bridges in Mathematics, ©2016 (grades K-5) CPM Educational Program, ©2014 (grades 6-8) Front Row (Supplemental - grades 6-8)	Yes	0%
<b>Science</b>	Harcourt, ©2000 (grades K-5) FOSS, Delta Pub, ©2006 (grades K-5) Prentice Hall, ©2006 (grades 6-8)	Yes	0%
<b>History-Social Science</b>	Houghton Mifflin, ©2005 (grades K-5) Prentice Hall, ©2005 (grades 6-8)	Yes	0%
<b>Visual and Performing Arts</b>	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 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 heat and air conditioning. 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 computer carts (three carts with 32 tablets, two carts each with 16 netbooks, two carts with 32 Chromebooks [K-5]) which teachers check out to use in the classrooms. Our 6th, 7th, and 8th graders are supplied with 1:1 Chromebooks, as well as, our online students who are provided with a cart of 24 Chromebooks. 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)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>		
<b>Year and month of the most recent FIT report: December 2017</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: December 2017</b>	
<b>Overall Rating</b>	<b>Exemplary</b>
Overall Rating	Exemplary

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	28.0	26.0	41.0	44.0	48.0	50.0
Mathematics (grades 3-8 and 11)	22.0	22.0	30.0	34.0	37.0	38.0

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

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	333	320	96.10	25.71
Male	169	161	95.27	22.50
Female	164	159	96.95	28.93
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	49	98.00	20.41
White	240	233	97.08	27.16
Two or More Races	26	22	84.62	31.82
Socioeconomically Disadvantaged	255	246	96.47	23.67
English Learners	--	--	--	--
Students with Disabilities	82	76	92.68	6.58
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	335	317	94.63	22.47
Male	170	157	92.35	19.23
Female	165	160	96.97	25.63
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	48	96	16.67
White	242	232	95.87	25.54
Two or More Races	26	21	80.77	14.29
Socioeconomically Disadvantaged	256	243	94.92	20.25
English Learners	--	--	--	--
Students with Disabilities	84	75	89.29	2.7
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.3	7.0	4.7
7	21.5	16.9	24.6

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 State priority: Parental Involvement (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2018-19)

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:

- Serve on School Site Council
- \* Serve on District Parent Advisory Committee
- \* Serve on LCAP Committee
- \* Work with Pine Ridge Parent Organization (PEP)
  - Assist in kindergarten registration
  - Assist with Virtues Award Assemblies
  - Assist with picture day
  - Organize the 8th grade Promotion Dance
  - 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," Parent Club Meet and Greet, Fall Carnival, Family STEAM Night, Family Math Nights)

A strong bond between home and school is vital to ensure the success of all of our students. Our goal 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 State priority: School Climate (Priority 6):

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

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	16.2	10.8	11.7	8.2	7.5	6.6	3.7	3.7	3.5
<b>Expulsions</b>	0.8	0.0	0.0	0.4	0.3	0.3	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

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, orderly learning environment, and rules and procedures for school discipline. Some 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.

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

Grade Level	2015-16				2016-17				2017-18			
	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+
<b>K</b>	23	1	1		16	3			18	1	2	
<b>1</b>	24		2		19	1	1		20	2		
<b>2</b>	23		2		21	1	1		20	2		
<b>3</b>	20	2			24		2		19	2		
<b>4</b>	32		1		32		1		30		1	
<b>5</b>	30		2		26	1	1		27		2	
<b>6</b>	27	1	12		25	5	10	2	28	2	14	4
<b>Other</b>					20	1	1		10	1		

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

\*\* "Other" category is for multi-grade level classes.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.1	482
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.3	N/A
Speech/Language/Hearing Specialist	.75	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

Note: Cells with N/A values 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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8584	3491	5093	64030
District	N/A	N/A	5229	\$65,597
Percent Difference: School Site and District	N/A	N/A	-2.6	-3.6
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-25.4	-8.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

The school provides CCSS curriculum-based instruction in all core subjects. It also offers special education services. Title 1 resources and services are provided to identified students. Additional support is provided for English Language Learners and for students struggling with core subjects. LCAP funding supports additional intervention time for students in need and supports educational technology.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,000	\$45,681
Mid-Range Teacher Salary	\$56,064	\$70,601
Highest Teacher Salary	\$98,612	\$89,337
Average Principal Salary (Elementary)	\$95,133	\$110,053
Average Principal Salary (Middle)	\$97,379	\$115,224
Average Principal Salary (High)	\$101,903	\$124,876
Superintendent Salary	\$163,276	\$182,466
Percent of Budget for Teacher Salaries	34.0	33.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

## Professional Development (Most Recent Three Years)

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Professional development opportunities are available through Paradise Unified School District, Butte County Office of Education and other professional providers.

Content consists of a variety of subject matter including, but not limited to:

- STEAM (science, technology, engineering, arts and mathematics)

\* Bridges Math

\* Mindfulness

\* i-Ready

- Trauma-Informed Classrooms ACEs,
- Up-to-date Google and technology training
- Effective teaching strategies
- Addressing the needs of our students with special needs
- Increasing classroom student engagement and achievement
- PBIS (Positive Behavior Intervention in Schools)

\* Bridges Math