



Pine Ridge Elementary School

45828 Auberry Rd • Auberry • 559.841.2444 • Grades K-8

Jill K. Tafoya (Interim), Principal

www.pineridge.k12.ca.us

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

Pine Ridge Elementary School District

45828 Auberry Rd.
Auberry, CA 93602-9721
559.841.2444
www.pineridge.k12.ca.us

District Governing Board

Mia Burton- President

Julie Falk

Kim Briggs

Chasie Thiele-Clerk

District Administration

Jill K Tafoya (Interim)
Superintendent

Dave Bower (Interim)
Principal

School Description

Pine Ridge Elementary School District is a small single-school district serving a Central Sierra Mountain community located approximately 45 miles east of Fresno, California. Unlike many districts in California, the funding source for our district is generated by local property taxes. When this amount exceeds the standard revenue limit calculation, it results in a financial label called Basic Aid. This type of funding affords our students necessary supplies, equipment, and technology.

The school provides educational services to students in grades TK-8, utilizing nine certificated teachers in the 2019-2020 school year (including a Resource Specialist/Response to Intervention teacher and a Library Media teacher), six support staff, part-time instructional assistants, and one administrator. We pride ourselves on our low student to teacher ratio. It is our goal to maintain our small classroom averages.

The District is proud of the high level of community support it receives and the commitment the community shows our students. Pine Ridge is committed to student success and we achieve this goal through teachers, staff, and parents working together as partners in learning.

The five-member Board of Trustees reviewed its vision in August 2019 when it revised its Strategic Plan which centers on a safe and welcoming learning environment, academic achievement and enrichment, Social-Emotional Learning and self-regulation. At Pine Ridge, we are extremely proud of all our students and consider our school a wonderful place for learners to acquire a new level of pride, respect, and success. When you are a Pine Ridge Rattler, you are a member of the family.

Based on our district's Focus that "ALL Children Will Learn":

Our Mission:

We work to enable ALL students to:

- Experience a caring and welcoming environment
- Strive for academic achievement
- Be self-disciplined, self-confident, and a lifelong learner
- Demonstrate respect for self and others
- Understand and participate meaningfully in our democratic society and global community
- Know their individuality is valued

In order to accomplish our Mission the Governance Team will:

Maintain a child-centered curriculum that is individualized and data-driven supported by extra and co-curricular opportunities.

Provide state of the art technology within the district and other instructional materials for learning by ALL.

Attract and maintain a knowledgeable, caring, and effective staff who participates in decision making and who receive strong support for professional development and continuous learning opportunities.

Foster mutual respect, open communication and partnership among students, staff, parents, and community.

We build our organization around the following values:

Respectful and caring relationships

Honesty and Integrity

Teamwork and collaboration

Continuous improvement and achievement

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 16 |
| Grade 1 | 13 |
| Grade 2 | 17 |
| Grade 3 | 16 |
| Grade 4 | 10 |
| Grade 5 | 14 |
| Grade 6 | 7 |
| Grade 7 | 7 |
| Grade 8 | 3 |
| Total Enrollment | 103 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Black or African American | 2.9 |
| Asian | 1.9 |
| Hispanic or Latino | 16.5 |
| White | 78.6 |
| Socioeconomically Disadvantaged | 26.2 |
| Students with Disabilities | 12.6 |
| Foster Youth | 1.9 |

A. Conditions of Learning

State Priority: Basic

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

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

| Teacher Credentials for Pine Ridge Elementary | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 9 | 9 | 0 |
| Without Full Credential | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence | -- | -- | |

| Teacher Credentials for Pine Ridge Elementary | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 0 |
| Without Full Credential | ♦ | ♦ | 1 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Pine Ridge Elementary School

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | -- | -- | 0 |
| Total Teacher Misassignments* | -- | -- | 0 |
| Vacant Teacher Positions | -- | -- | 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 2019-20)

The school adopted and purchased Go Math for K-8 math instruction, and Journeys for K-5 ELA and My Perspectives for 6-8 ELA instruction in the 2016-17 school year. These were on the State Board of Education approved textbook list in 2016. All students have their own copy of core curricular texts. We supplement 6-8 ELA with NewsELA online.

For science students in Grades K-5, we use Scholastic and Grades 6-8 use Interactive Science. K-5 classes use FOSS Kits to supplement. These texts are not yet approved for the newly approved California state standards in science. In Social Studies, Grades K-5 use Studies Weekly and Grades 6-8 use McDougal Littell. These texts are not yet approved for the anticipated adoption of new California state standards in Social Studies.

Textbooks and Instructional Materials

Year and month in which data were collected: 1/2/2020

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-------------------------------|---|
| Reading/Language Arts | Houghton Mifflin (Journeys) 2016 Gr K-5; Pearson (My Perspectives) 2015 Gr 6-8; NewsELA Gr 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Houghton Mifflin (Go Math) 2015 Gr K-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | Scholastic 2016 Gr K-4; McGraw Hill Gr 5-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | Studies Weekly 2016 Gr K-5; McDougal Littell (Ancient Civil, Medieval, Beginnings) Gr 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The school is clean and well maintained. The Superintendent/Principal, Maintenance/Operation/Transportation Supervisor and Board Members work closely to ensure that the campus reflects regular and continuous improvements. Classrooms are cleaned daily. Williams Act Inspection is completed annually and there are no current findings. The report is on file in the District Office for public viewing. The school received a Good rating for the overall condition of the facilities.

Only two items kept the rating from being Exemplary. They included the open doors of the Bus Barn allowing in wild life and a sink in one of the portables frequently backing up.

The District passed a General Obligation Bond in November 2018 and replacement of two portable buildings is near completion with occupancy scheduled for February 2020.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 01/03/2020

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | | |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|------------------|---------------|---|
| | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 56 | 60 | 56 | 60 | 50 | 50 |
| Math | 36 | 34 | 36 | 34 | 38 | 39 |

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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | 6.2 | 25.0 | 56.2 |

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

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 58 | 58 | 100.00 | 60.34 |
| Male | 38 | 38 | 100.00 | 50.00 |
| Female | 20 | 20 | 100.00 | 80.00 |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| White | 46 | 46 | 100.00 | 60.87 |
| Socioeconomically Disadvantaged | 18 | 18 | 100.00 | 66.67 |
| Students with Disabilities | -- | -- | -- | -- |
| 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.

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 58 | 58 | 100.00 | 34.48 |
| Male | 38 | 38 | 100.00 | 31.58 |
| Female | 20 | 20 | 100.00 | 40.00 |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| White | 46 | 46 | 100.00 | 39.13 |
| Socioeconomically Disadvantaged | 18 | 18 | 100.00 | 38.89 |
| Students with Disabilities | -- | -- | -- | -- |
| 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents are a valuable asset to Pine Ridge. Parents and the community are encouraged to be active participants in their child's learning and in program decision-making. We communicate to parents through classroom newsletters, a weekly newsletter, flyers, invitations, automated texts and phone calls, and the school website. Parents assist with many co-curricular programs such as athletics, student performances, field trips and fund-raising. The Pine Ridge Booster Club meets monthly to organize student activities and fund raising events. The school and Pine Ridge Boosters provide opportunities for parents, students, staff, and community to gather at family dinners, fun nights, Craft Day, the Halloween Carnival, etc.

The community participates in our elective program. This program exposes students to classes such as Origami, cooking, robotics coding, auto mechanics and music. Offering interesting and worthwhile electives helps meet our goal of educating the whole-child.

Pine Ridge provides formal and informal methods for parents to be involved in decision-making. Goals and priorities are identified through the following: The School Site Council convenes to develop and approve the Local Control Accountability Plan, the School Plan for Student Achievement and the Comprehensive School Safety Plan.

The Pine Ridge Booster Club meets monthly to discuss school needs, prioritize goals, and to provide support to the school and surrounding community.

State Priority: School Climate

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

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

School Safety Plan

All Pine Ridge Elementary School employees consider student safety, health, and well-being the foremost priority. All staff are trained in CPR and first Aid. Monthly emergency drills train students and staff on procedures to follow in case of an emergency. Annual Facility Inspection Tool reviews guide us in maintaining the facility to avoid hazards to students and staff. The school has a closed campus; all visitors must sign in at the front office and wear identification tags while on school grounds. School staff and administrators are on duty during recess, lunch, and before and after school to ensure the safety of all our students.

The Comprehensive Safety Plan was updated, approved by the School Site Council, reviewed by staff, and presented at a public meeting in December 2019. The plan contains all required data as listed in the California Department of Education Comprehensive Safe School Plan checklist. The plan is available for review in the school office.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 0.0 | 0.0 | 0.0 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 0.0 | 0.0 | 0.0 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | .0 |

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | 1 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

* 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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| K | 12 | 1 | | | 12 | 1 | | | 8 | 2 | | |
| 1 | 14 | 1 | | | 15 | 1 | | | 13 | 1 | | |
| 2 | 7 | 1 | | | 16 | 1 | | | 17 | 1 | | |
| 3 | 10 | 1 | | | 9 | 1 | | | 16 | 1 | | |
| 4 | 9 | 1 | | | 13 | 1 | | | 10 | 1 | | |
| 5 | 12 | 1 | | | 6 | 1 | | | 14 | 1 | | |
| 6 | 14 | 1 | | | 11 | 1 | | | 7 | 1 | | |
| Other** | | | | | | | | | | | | |

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

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

Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | | | 3 |

Pine Ridge Elementary School District offers staff development and training opportunities to teachers, administrators, instructional aides and other staff. Built into the school calendar are three non-student days and weekly early release Wednesdays for staff training and collaboration.

2016-17 - Emphasis of teacher training was on Illuminate student assessment software and the implementation of new textbooks in math and ELA K-8.

2017-18 - Emphasis of teacher training has been on continued training for K-5 teachers on using Journeys textbook for ELA, selecting and training to use Step Up to Writing K-8, implementing state standards aligned science instruction, math PLC participation, PBIS, suicide prevention, and using and setting up new gradebook and report card manager (SchoolWise) software. A few teachers also participated in Sex Ed training, dyslexia training, Social Studies DBQ training, SELPA updates and engineering instruction for primary grades. Non-teaching staff have been involved in bus driver training, safety training and PBIS training. The administrator has attended trainings about LCAP, LCFF Evaluation Rubrics, Local Indicators, Dashboard, Foster Youth, building projects, expelled youth, CISC, PBIS, MTSS, and more. All staff participated in mandated reporter, blood borne pathogen and first aid/CPR/AED training.

2018-19 - Emphasis of teacher training will continue for standards-aligned professional development for the classroom teachers and Librarian with a focus on ELA, math, science and Social Studies. The purpose of this is to support teachers as they complete their third year using new ELA and math text books, and for those piloting new science and Social Studies texts. In addition, the Superintendent and two teachers attended the Multi-tiered System of Support (MTSS) conference over the summer, two teachers attended the CAASPP summer training, the Kindergarten teacher will attend a TK/K state conference, and the Resource Specialist will attend the CARS conference.

2019-2020 - Training for the first part of the 2019-2020 year has centered around student safety and Positive Behavior Interventions and Supports (PBIS.) The school PBIS team attended training and compiled a STAFF RESOURCES binder for all employees, Professional Development continues around instructional strategies and classroom management techniques.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$42,461 | \$45,252 |
| Mid-Range Teacher Salary | \$65,881 | \$65,210 |
| Highest Teacher Salary | \$85,943 | \$84,472 |
| Average Principal Salary (ES) | \$0 | \$107,614 |
| Average Principal Salary (MS) | \$0 | \$112,242 |
| Average Principal Salary (HS) | \$0 | \$ |
| Superintendent Salary | \$104,000 | \$124,686 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 30% | 31% |
| Administrative Salaries | 5% | 7% |

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

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

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|----------|------------|--------------|------------------------|
| School Site | \$25,798 | \$5,764 | \$20,034 | \$68,058 |
| District | N/A | N/A | \$20,034 | \$70,991.00 |
| State | N/A | N/A | \$7,506.64 | \$64,941.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 0.0 | 0.0 |
| School Site/ State | 95.1 | 7.4 |

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

Types of Services Funded

In addition to Basic Aid funding, Pine Ridge Elementary School District received state and federal categorical funding for special education and the following support programs:

- Home-to-School Transportation
- EPA
- Lottery
- Title I
- Title II
- REAP
- Forest Reserves

The basic instructional program utilizes standards-aligned state adopted textbooks and/or instructional materials in grades K-8 in the four core content areas: English/Language Arts (ELA), mathematics, history/social science and science. The district is using new math and ELA textbooks from Houghton Mifflin as well as reviewing common core-aligned resources to purchase in the future.

Pine Ridge utilizes Instructional Assistants to facilitate additional methods of instruction to support the classroom teacher. Teachers have access to supplementary materials in all of the adopted textbooks for differentiation of instruction based upon student needs. Additionally, students are invited to stay Monday afternoons for Learners Workshop (Gr K-3) and Interventions (Gr 4-8) when credentialed teachers are available for individual and group learning support.

All students take periodic NWEA benchmark assessments in Reading, Language Arts and math. Students who are significantly behind in specific skills mastery are provided additional time and support for remediation. An Intervention (RTI) Teacher/Resource Specialist is on campus to assist students who have been identified as in need of targeted or differentiated instruction. RTI methods have been shown to increase student achievement at all levels.

In the Spring, Gr 1-3 teachers conducted a Guided Reading pilot program. In addition, all students K-8 have their own log-in to IXL for additional learning support and extended practice in the four core subjects.

DataQuest

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

Internet Access

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