Pine Ridge School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the 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.
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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Pine Ridge School
Street	13878 Compton Dr
City, State, Zip	Magalia, CA 95954
Phone Number	530-873-3800
Principal	Jenn Childs
Email Address	jchilds@pusdk12.org
School Website	pineridge.pusdk12.org
Grade Span	P-6
County-District-School (CDS) Code	04-61531-6105522

2025-26 District Contact Information

District Name	Paradise Unified School District
Phone Number	530-872-6400
Superintendent	Betsy Amis
Email Address	scraft@pusdk12.org
District Website	https://www.pusdk12.org/

2025-26 School Description and Mission Statement

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-6th 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. Pine Ridge is a state-recognized PBIS school at the Silver level.

We currently have 202 students attending Pine Ridge Preschool through sixth grade. We offer several special education classrooms that are unique to our other elementary campuses including special education preschool and Function Life Skills.

2025-26 School Description and Mission Statement

Pine Ridge is a school where relationships are prioritized and nurtured and individuals (adults and students) feel physically and emotionally safe, supported, valued and respected. Our learning community is a close-knit group that values the lives that have been built around Pine Ridge School. Clear communication, common language, consistent, high expectations, and meaningful educational partner participation, inclusive of our families, contribute to this positive culture. Transparency, consistency, and fairness lend to stability for this group of people who have been through so much.

Pine Ridge School lay in the tall pines of lower Magalia, the beautiful trees and active animal life make it the campus true oasis in a desert. Staffing and resources, including time, compensation, curriculum, and technology are in place. Systems, processes, and supports are established that effectively and efficiently meet student's academic, behavioral, and social-emotional needs. A system to support needs of our families, students, and staff is in place with counselors available through a partnership with the PUSD Wellness Center and the Community Schools Grant work.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	44
Grade 1	16
Grade 2	33
Grade 3	33
Grade 4	18
Grade 5	21
Grade 6	14
Total Enrollment	179

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.7
Male	55.3
American Indian or Alaska Native	2.2
Asian	3.4
Black or African American	1.1
Hispanic or Latino	13.4
Two or More Races	8.4
White	71.5
English Learners	1.1
Homeless	3.9
Socioeconomically Disadvantaged	83.8
Students with Disabilities	34.6

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10	83.33	87.3	77.77	234405.2	84
Intern Credential Holders Properly Assigned	1	8.33	3	2.67	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	6.7	6.04	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	7.3	6.56	11953.1	4.28
Unknown/Incomplete/NA	1	8.33	7.8	6.94	15831.9	5.67
Total Teaching Positions	12	100	112.3	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9	75	87.1	73.79	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4.7	3.99	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	25	12.7	10.83	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	9.1	7.79	11746.9	4.23
Unknown/Incomplete/NA	0	0	4.2	3.58	14303.8	5.15
Total Teaching Positions	12	100	118	100	277698	100

Note: The data in this table is based on FTE status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7	58.33	87.9	74.05	230039.4	100
Intern Credential Holders Properly Assigned	2	16.67	4	3.37	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	16.67	12.8	10.84	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	8.33	7.7	6.53	12112.8	4.34
Unknown/Incomplete/NA	0	0	6.1	5.21	13705.8	4.91
Total Teaching Positions	12	100	118.7	100	278927.1	100

Note: The data in this table is based on FTE status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	2	0
Misassignments	0.00	1	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	3	2

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	50
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 State Common Core Standards. The district textbook review and approval process consider 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.

Year and month in which the data were collected	September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill (Wonders) ©2019 (TK-6)	0%
Mathematics	Bridges in Mathematics, ©2016 (grades K-5) CPM Educational Program, ©2014 (grade 6)	0%
Science	CA HMH Science Dimensions (TK- 5th) Amplify Science (6th-8th)	0%
History-Social Science	Teachers' Curriculum Institute, Social Studies Alive! (TK-6th)	0%
Visual and Performing Arts	Teacher-selected instructional materials that are aligned with State standards	0%

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

School Facility Conditions and Planned Improvements

Pine Ridge School has undergone a modernization of the 1980's classrooms. This has been paid for by the 2018 School Bond and insurance proceeds. All of the playgrounds are new. The Multi-use received new LVT flooring, stage with lighting, and a new kitchen. All of the HVAC on the modernized buildings are also new. The old portable administration building was demolished, and now has a stick-built administration building. Fencing encloses the campus for the security of the students

School Facility Conditions and Planned Improvements

and staff. 8 portable classrooms were removed once the construction at Cedarwood was completed (3 moved down to Paradise Ridge Elementary School). There are 4-150kW generators at this site for power outages. The facility is currently in the middle of a renovation of the Boys & Girls Club after school portables and the bathroom, this project includes all ramps and new pathways to ensure accessibility.

Year and month of the most recent FIT report	12/23/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Room 28: 4. Blinds on North wall broken, please replace.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Room 2: 7. Microwave plugged into a power strip, must be plugged into wall outlet. 10. Curtains in room are not flame resistant, please remove. Room 30: 7. Light(s) out, please replace.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Room 10: 10. Fire extinguisher blocked, please move items for access to extinguisher. This is the second year this has been noted. Room 2: 7. Microwave plugged into a power strip, must be plugged into wall outlet. 10. Curtains in room are not flame resistant, please remove. Room 4: 10. Fire extinguisher blocked, please move items for access to extinguisher. This is the second year this has been noted. Room 40: At the door between room 40 and 41, on the room 40 side, there is a piece of foam covering the door, this is a fire hazard and needs to be removed. Room 7: 10. Items hung over door, per fire code please remove so there is no confusion with emergency egress. Room 8: 10. Fire extinguisher blocked, please move items for access to extinguisher. This is the second year this has been noted.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 31: 15. Door dragging on ramp. Upper Portable Restroom Boys: 15. Weatherstripping/door is dragging on the ramp. Upper Portable Restroom Girls: 15. Weatherstipping/Door is dragging on the ramp.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	24	23	33	37	47	48
Mathematics (grades 3-8 and 11)	20	18	28	32	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	80	78	97.50	2.50	23.08
Female	35	35	100.00	0.00	25.71
Male	45	43	95.56	4.44	20.93
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	56	54	96.43	3.57	22.22
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	73	72	98.63	1.37	19.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	24	92.31	7.69	20.83

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	80	76	95.00	5.00	18.42
Female	35	34	97.14	2.86	17.65
Male	45	42	93.33	6.67	19.05
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	12	11	91.67	8.33	27.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	56	53	94.64	5.36	18.87
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	73	70	95.89	4.11	15.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	24	92.31	7.69	16.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	31.25	45	20.22	33.11	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	20	20	100.00	0.00	45.00
Female	--	--	--	--	--
Male	11	11	100.00	0.00	54.55
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	42.86
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	17	100.00	0.00	41.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas.   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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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. Aa family compact and family handbook are revised and approved annually at the School Site Council meeting. Opportunities to serve and participate include the following:

- School Site Council
* District Parent Advisory Committee
* LCAP Committee
* Popsicles with the Principal
* Pine Ridge Parent Teacher Organization (PTO)
- Volunteer in the classroom
- Support on field trips
- Attend and Participate in Family Events (i.e., Jog-a-thon, Parent Club Meet and Greet, Fall Carnival, Family Nights, Back to School Night, Open House Event, Winter Concert)

A strong home/school connection 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	201	193	54	28.0
Female	90	88	23	26.1
Male	111	105	31	29.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	27	27	7	25.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	16	8	50.0
White	145	138	36	26.1
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	11	11	3	27.3
Socioeconomically Disadvantaged	171	167	46	27.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	78	74	27	36.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
7.86	7.77	7.96	7.29	6.79	6.41	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.04	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.96	0.00
Female	2.22	0.00
Male	12.61	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.41	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.88	0.00
White	8.28	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	8.19	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.69	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Student safety is a top priority at Pine Ridge School. A comprehensive School Safety Plan is in place and is reviewed, updated, and approved by the school board on an annual basis. The plan includes, but is not limited to, the following components: disaster preparedness; routine and emergency procedures; suspension and expulsion procedures; procedures for notifying staff about potentially dangerous situations; child abuse reporting procedures; sexual harassment policies; dress code guidelines; safe ingress and egress procedures; maintaining an orderly learning environment; and rules and procedures for student discipline.

The school coordinates with district and community agencies to ensure appropriate emergency response, including collaboration with local fire, law enforcement, and safety officials. Fire drills, earthquake drills, and lockdown drills are conducted regularly. Students and staff are trained in safety procedures through these drills, which are developed by the School Safety Committee in consultation with the district and local emergency responders.

A comprehensive COVID-19 safety plan has been incorporated into the School Safety Plan, and all protocols and guidance from the California Department of Public Health, Butte County Public Health, and the Centers for Disease Control and Prevention (CDC) are implemented and followed on campus, as applicable.

The School Safety Plan was reviewed by the School Site Council on October 16, 2025, and approved on January 15, 2026. The Safety Team met on January 7, 2026, and the plan was approved by the PUSD School Board on March 17, 2026.

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3	0	0
1	23	0	1	0
2	0	0	0	0
3	22	0	1	0
4	19	1	0	0
5	27	0	1	0
6	13	1	0	0
Other	11	4	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1	0	0
1	19	1	0	0
2	24	0	1	0
3	0	0	0	0
4	19	1	0	0
5	18	1	0	0
6	18	1	0	0
Other	12	5	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	1	1	
1	15	1		
2	14	2		
3	24		1	
5	18	1		
6	12	1		
Other	13	3		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3.4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12377	4166	8210	75744
District	N/A	N/A	8392	$86,717
Percent Difference - School Site and District	N/A	N/A	-2.2	-0.7
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-27.0	-3.8

Fiscal Year 2024-25 Types of Services Funded

The school provides curriculum-based instruction aligned with the Common Core State Standards in all core subject areas. The school also offers Title I and special education services.

Additional academic support is provided for students who are not performing at grade level in the core subjects. Local Control and Accountability Plan (LCAP) funds are used to support English Learners, students experiencing homelessness, and youth in foster care through additional instructional aide support, targeted academic interventions, and access to educational technology.

Federal funds are used to support the school's continuous improvement efforts. Expanded Learning Opportunities Program (ELOP) funds are used to provide after-school STEM enrichment opportunities.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,626	$57,978
Mid-Range Teacher Salary	$76,423	$89,612
Highest Teacher Salary	$114,125	$117,194
Average Principal Salary (Elementary)	$143,000	$143,632
Average Principal Salary (Middle)	$127,713	$149,447
Average Principal Salary (High)	$130,075	$162,334
Superintendent Salary	$207,133	$234,076
Percent of Budget for Teacher Salaries	28%	27.81%
Percent of Budget for Administrative Salaries	5.61%	5.47%

Professional Development

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

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

- Professional Learning Communities
* Bridges Math
* Designated and Intergrated ELD
- Trauma-Informed Classrooms
- RULER
- Up-to-date Google and technology training (Specifically View Sonic)
- High Leverage Instructional Strategies
- Addressing the needs of our students with special needs
- Increasing classroom student engagement and achievement
- PBIS (Positive Behavior Intervention in Schools)
* Wonders ELA Curriculum, HMH Science, and TCI History
* Capit Learning for lower primary grades

Opportunities include afterschool classes and workshops, book studies, and one release day per year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	8