

Stine Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Stine Elementary School
Street	4300 Wilson Road
City, State, Zip	Bakersfield, CA 93309
Phone Number	(661) 831-1022
Principal	Monica Hicks-Stout
Email Address	mhicks@pbvUSD.k12.ca.us
School Website	https://stine.pbvUSD.k12.ca.us/
County-District-School (CDS) Code	15633626009955

2023-24 District Contact Information

District Name	Panama-Buena Vista Union School District
Phone Number	(661) 831-8331
Superintendent	Katie Russell
Email Address	krussell@pbvUSD.k12.ca.us
District Website	http://www.pbvUSD.k12.ca.us/

2023-24 School Description and Mission Statement

Stine Elementary School's name originated from a local farmer, Phillip A. Stine. Mr. Stine, one of the first men to farm the area, was instrumental in the construction of the Stine Canal. Later Stine Road was built along the course of the canal and was named after the canal. Stine Elementary School, opened in 1900 and later built at its present site in 1957. It was named for the nearby road. Stine Elementary School, supports and strives to maintain the concept of "Excellence in Education" as defined by the Panama-Buena Vista Union School District. Our teachers strive to ensure student learning is evident. We believe this

2023-24 School Description and Mission Statement

attitude pays off in student test scores and achievement. The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November 1988. The Report Card, to be issued annually by local school boards for each elementary and secondary school in the state, provides for parents and other interested people a variety of information about the school, its resources, its successes, and the areas in which improvements are needed.

Stine Elementary School received LCFF and Title 1 fund from the federal government. The Title 1 funds strengthened our Language Arts and Mathematics Programs, utilizing intervention practices in grades kindergarten through sixth. Our LCFF funds were used to assist identified English Language Learners, while other monies enhanced the library and media program. Money from LCFF fund various programs, projects, and materials and partially fund our Intervention Specialist and various instructional aides.

Stine's purpose statement is, developing future leaders by creating an atmosphere of academic, social, and behavioral excellence for all. A standards-based curriculum and sound assessment strategies provide the foundation for continuous improvement of student performance and school programs. Students will leave Stine Elementary School with a positive attitude toward learning, a strong foundation in basic skills, and the ability to meet future academic challenges.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	95
Grade 2	80
Grade 3	73
Grade 4	100
Grade 5	73
Grade 6	82
Grade 7	NA
Grade 8	NA
Grade 9	NA
Grade 10	NA
Grade 11	NA
Grade 12	NA
Total Enrollment	609

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.40%
Male	48.60%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	2.30%
Black or African American	17.57%
Filipino	0.00%
Hispanic or Latino	68.97%
Native Hawaiian or Pacific Islander	0.33%
Two or More Races	2.13%
White	7.22%
English Learners	19.21%
Foster Youth	3.12%
Homeless	4.55%
Migrant	0.16%
Socioeconomically Disadvantaged	87.03%
Students with Disabilities	11.17%

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.

2020-21 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)	23.30	82.35	687.10	87.62	228366.10	
Intern Credential Holders Properly Assigned	1.00	3.53	16.60	2.12	4205.90	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.53	21.80	2.78	11216.70	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.60	0.71	12115.80	4.41
Unknown	3.00	10.59	53.00	6.77	18854.30	6.86
Total Teaching Positions	28.30	100.00	784.30	100.00	274759.10	100.00

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.

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)	22.20	81.64	697.20	86.58	234405.20	
Intern Credential Holders Properly Assigned	1.00	3.67	26.40	3.28	4853.00	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.67	31.10	3.86	12001.50	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	5.51	7.90	0.98	11953.10	4.28
Unknown	1.50	5.51	42.60	5.29	15831.90	5.67
Total Teaching Positions	27.20	100.00	805.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		0.00
Misassignments		
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.50
Total Out-of-Field Teachers	0.00	1.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All grade levels have access to the district adopted state approved English Language Arts textbooks, Benchmark Advance in grades TK-6 and StudySync in grades 7 and 8. In addition, sites have leveled readers to use for small group guided reading instruction and intervention. Kindergarten uses phonemic awareness books to solidify instruction for letter sounds and blending. Grades 1-3 use additional resources to supplement their phonics curriculum. 95% Group materials are used to supplement ELA instruction. They are also used during intervention blocks to address the specific needs of students two or more years behind grade level. Students are also engaged using computer programs such as Lexia and Read Naturally Live.

All grade levels have access to the district adopted state approved math textbooks, Go Math for math instruction. In addition, Engage NY is used to supplement math instruction, when needed. Students are also engaged using Next Gen Math, a computer program designed to differentiate instruction in math.

Year and month in which the data were collected

11/1/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 2017: Benchmark Education Company, "Benchmark Advance" (TK-6)	Yes	0
Mathematics	Adopted 2014: Houghton Mifflin Harcourt "2015 California GO Math" K-8. EngageNY is a supplementary curriculum used to provide additional practice of CCSS math standards.	Yes	0
Science	Adopted: Amplify Education, Inc "Amplify Science" 2021 (K-3), 2020 (4-6)	Yes	0
History-Social Science	Adopted 2020: McGraw Hill Education, "Impact California" (K-6)	Yes	0
Foreign Language	N/A		0
Health	N/A		0
Visual and Performing Arts	N/A		0

School Facility Conditions and Planned Improvements

Stine Elementary School provides a safe and clean environment for learning. A scheduled maintenance program is administered by the District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides an environment for learning. Ongoing repairs and modifications to the physical site meet California Building and Safety Codes. The District's Coordinator of Safety and Risk Management verifies quarterly that OSHA requirements are met. The exterior grounds are well lit and the perimeter of the school facility is fenced for student protection and safety. A team of custodians ensures classrooms and campus grounds are kept clean and safe. The restrooms are cleaned, sanitized and secured at the end of each school day with 100% of the toilets in operating condition.

As outlined in our Safe Schools Plan, the safety committee has addressed concerns for the safe coming and going of our students. The District provides training in emergency protocols and CPR/First Aid as part of its ongoing staff development program. Identification badges are issued to substitute teachers by the district and volunteers/visitors are provided with visitor passes as they register in our office. The gates on the perimeter of the school playground remain locked during school hours and staff members are trained to activate lock down procedures in the event of an emergency. Our positive partnership with local law enforcement is evident in their quick response time when concerns arise. Designated staff members carefully supervise students on the playground and in the cafeteria. Grounds and playground equipment are inspected regularly for potential hazards. Fire and/or disaster drills occur monthly and a complete school site disaster plan has been prepared and is in place and available for public review. Scheduled certificated supervision of students begins officially at 7:15 A.M. when the school opens and supervision ends at 2:45 P.M.

Year and month of the most recent FIT report

4/13/2023

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	34	32	47	46	47	46
Mathematics (grades 3-8 and 11)	18	18	30	31	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	348	345	99.14	0.86	32.36
Female	189	188	99.47	0.53	39.04
Male	159	157	98.74	1.26	24.36
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	68	68	100.00	0.00	14.71
Filipino	0	0	0	0	0
Hispanic or Latino	235	234	99.57	0.43	34.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	11	84.62	15.38	36.36
White	21	21	100.00	0.00	57.14
English Learners	63	61	96.83	3.17	10.00
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	265	265	100.00	0.00	28.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	38	97.44	2.56	7.89

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	348	347	99.71	0.29	17.58
Female	189	189	100.00	0.00	17.46
Male	159	158	99.37	0.63	17.72
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	68	68	100.00	0.00	7.35
Filipino	0	0	0	0	0
Hispanic or Latino	235	234	99.57	0.43	18.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	15.38
White	21	21	100.00	0.00	33.33
English Learners	63	63	100.00	0.00	1.59
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	8.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	265	265	100.00	0.00	16.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	38	97.44	2.56	2.63

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	16.67	6.25	26.00	27.70	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	80	98.77	1.23	6.25
Female	41	41	100.00	0.00	7.32
Male	40	39	97.50	2.50	5.13
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	17	17	100.00	0.00	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	56	56	100.00	0.00	7.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	18	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	58	98.31	1.69	5.17
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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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	96.1	95	95	95	95
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

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.

2023-24 Opportunities for Parental Involvement

Stine Elementary School has hosted parent involvement activities such as Family Literacy Night, Family Math Night, Family Picnic, Homework Help for Parents, Technology for Parents, Parent Academy, Coffee with a Counselor, and SBAC Preparation events. Other opportunities for parental involvement at Stine Elementary School include participation in the Parent Club, School Site Council, Parent Advisory Council, English Learners Advisory Committee, classroom volunteers and parent/community events. Stine uses our school website, flyers, phone calls, and invitations to encourage parent participation. Our school will continue provide events like these and offer more opportunities in the future to involve our parents in the academic success of their children. Parents may contact the school for more information. Contact Person(s): Monica Hicks-Stout, Principal & Marcos Heredia, Assistant Principal - Contact Phone Number: (661) 831-1022.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	707	660	190	28.8
Female	360	336	92	27.4
Male	347	324	98	30.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	17	17	2	11.8
Black or African American	131	118	34	28.8
Filipino	0	0	0	0.0
Hispanic or Latino	477	451	129	28.6
Native Hawaiian or Pacific Islander	4	3	1	33.3
Two or More Races	15	14	4	28.6
White	55	50	16	32.0
English Learners	134	129	22	17.1
Foster Youth	23	21	0	0.0
Homeless	21	21	5	23.8
Socioeconomically Disadvantaged	663	621	183	29.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	82	77	11	14.3

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.14	1.12	2.69	0.07	2.65	2.75	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.69	0
Female	1.67	0
Male	3.75	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4.58	0
Filipino	0	0
Hispanic or Latino	1.89	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	6.67	0
White	5.45	0
English Learners	2.24	0
Foster Youth	4.35	0
Homeless	0	0
Socioeconomically Disadvantaged	2.87	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.54	0

2023-24 School Safety Plan

Stine Elementary School's Comprehensive School Safety Plan is reviewed and updated annually following a review by the School Site Council, comprised of a minimum of the school principal (or designee), certificated staff, classified staff and a parent of a current student. It is annually reviewed and approved by the district's Board of Trustees.

We believe Stine Elementary School has a positive and safe learning environment. The Safe School plan has seven goals. There are two goals that are our primary focus: Goal #1 Assure each student a safe physical environment, under the overall leadership and supervision of the principal, staff, students and parents. Activities to include: Secure campus by enforcing a "closed campus" during school hours; Maintain a log of all visitors and require same to wear identification badges provided at check-in; Send reminder letters as necessary to parents addressing traffic and other safety concerns, requesting their cooperation; Provide additional supervision of restrooms throughout the day for the safety and privacy of the students; Provide safe entry to campus and additional entry point supervision.

Goal #2 Improve the school's culture. Improvement Activities include the following: Continue to implement a fair and systematic discipline structure consistent with State and District policies. Implement restorative practices and continue parent/guardian updates of their child's behavior. Continue talks in the classroom and with students about bullying and harassment, and the importance of reporting it. Continue adult supervision of all areas of the school where children are present. Utilize District and community intervention agencies to provide support for teachers, parents, students, and the community. Implement PBIS tiered system to promote a positive learning environment. Celebrate and promote incentive and reward programs like VIV, Academic Improvement Awards, Viking Bucks, and Viking Strong wristbands. Implemented goal setting workshops for intermediate students under the direction of the principal and assistant principal. Foster an extended sense of community by implementing community service based projects including but not limited to; Socktober, Running for Ronald, Pennies for Patients, and Making a Positive Impact (Peer Support).

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	5		
1	24		4	
2	27		3	
3	28		3	
4	34		2	1
5	27		3	
6	19	1	3	
Other	14	2	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	20	3	3	1
1	16	2	2	
2	23		4	
3	24		3	
4	20	1	3	
5	20	1	3	
6	20	1	3	
Other	11	2	1	

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	24	2	3	0
1	26	0	3	0
2	23	0	3	0
3	29	0	3	0
4	25	0	3	0
5	25	0	3	0
6	30	0	3	0
Other	8	2	0	0

2022-23 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	1214

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	11,623.00	4,486.00	7,137.00	70,591.00
District	N/A	N/A	11,502.00	\$78,871
Percent Difference - School Site and District	N/A	N/A	-46.8	12.4
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	-7.9	21.1

Fiscal Year 2022-23 Types of Services Funded

The District's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Coordinating Federal Funds for strategies to meet the goals of the SPSA.
- Coordinating State and Local funds for strategies to meet the goals of the SPSA.
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the District receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

The District's categorical fund includes monies for:

Title I:

Title I, Part A is a federal program to ensure that schools with high percentages of children from low-income families have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on State academic achievement standards and assessments. Funds support effective, evidence-based educational strategies that close the achievement gap and enable students to meet challenging academic standards. All expenditures must be supplemental to the basic core program and written into the School Plan for Student Achievement based on a comprehensive needs assessment. Input on budget and expenditures is gathered and shared with the staff, School Site Councils, the school's English Learner Advisory Committee, and District Advisory Committees. Use of funds may include any of the following: hiring supplemental staff, professional development, supplemental instructional materials, technology, library materials, after-school academic support, parental engagement activities, social-emotional well-being, consultants, and assistance for homeless children and youth.

Title II:

Title II provides supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders which include:

Increase student achievement consistent with the challenging state academic standards;

Improve the quality and effectiveness of teachers, principals, and other school leaders;

Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and

Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title III:

The district uses Title III funds to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. The focus is on professional development for teachers across the district that will: 1). Improve the instruction and assessment of ELs; 2).

Enhance the ability of teachers to implement curriculum, and improve their instructional strategies for ELs; and 3). Effectively increase students' English language proficiency.

Title IV:

The District uses Title IV funds to improve students' academic achievement by providing all students with access to a balanced academic program including a wide range of support including physical health/wellness, social-emotional, positive behavior, and mental health to improve conditions for student learning. Use of funds may include any of the following: hiring specialized support personnel, professional learning, supplemental instructional materials, technology, consultants, etc.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$50,796	\$52,641
Mid-Range Teacher Salary	\$77,526	\$83,981
Highest Teacher Salary	\$101,072	\$107,522
Average Principal Salary (Elementary)	\$127,787	\$136,247
Average Principal Salary (Middle)	\$128,697	\$142,248
Average Principal Salary (High)	NA	\$139,199
Superintendent Salary	\$231,000	\$242,166
Percent of Budget for Teacher Salaries	33%	33.16%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

Professional Development Focus areas include 21st-century learning strategies, English Language Development, district-adopted curriculum, educational technology strategies, district-adopted intervention strategies for MTSS, Direct Interactive Instruction, Classroom Management, Common Core Standards Implementation, Grade Level Focus Groups, as well as PBIS and AVID implementation. Areas were selected based on a district-wide survey reflecting on student achievement and areas of additional need from the teacher's point of view. Professional development is delivered through district-wide Educator Learning Summit, pbvUniversity, administrative leadership training, site-specific professional learning, conference attendance, and Kern County Superintendent of Schools and university partnerships. Each site participates in a weekly early release day to focus on Professional Learning Communities, which include ninety minutes of release time for teachers to receive school site professional learning and develop Common Core standards-aligned lessons with their collaborative teams. Through administrative professional learning opportunities, follow-up coaching is provided to support district-driven instructional priorities to support the implementation of teacher professional learning. Teachers are also supported by site administration, academic coaches, New Teacher Support, instructional coordinators, and specialists.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	100	100	106