

Stine Elementary 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.

2025-26 School Contact Information

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

2025-26 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/ |

2025-26 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 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 Local Control Funds and Title 1 funds from the federal government. The Title 1 funds are used to close student achievement gaps by strengthening our Language Arts and Mathematics Programs, utilizing intervention practices in Transitional Kindergarten through Sixth Grade. Our Local Control Funds are used to assist identified English Language Learners, Foster, and Homeless students while other monies are used to enhance the library and media program. Money from our Title I funds partially fund our Instructional Intervention Teacher and additional instructional aides.

Stine Elementary is a community that develops future leaders by providing a safe, encouraging, and academically sound learning environment. Our mission is, developing future leaders by creating an atmosphere of academic, social, and behavioral excellence for all. We do this by restructuring current systems to create a more effective, data-driven, collaborative learning environment, resulting in student success. 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

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 109 |
| Grade 1 | 91 |
| Grade 2 | 84 |
| Grade 3 | 83 |
| Grade 4 | 73 |
| Grade 5 | 98 |
| Grade 6 | 77 |
| Total Enrollment | 615 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 50.1 |
| Male | 49.9 |
| American Indian or Alaska Native | 0.2 |
| Asian | 1.8 |
| Black or African American | 13.2 |
| Hispanic or Latino | 74.3 |
| Native Hawaiian or Pacific Islander | 0.3 |
| Two or More Races | 2.4 |
| White | 7 |
| English Learners | 17.6 |
| Foster Youth | 0.8 |
| Homeless | 0.8 |
| Socioeconomically Disadvantaged | 93.5 |
| Students with Disabilities | 11.5 |

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) | 22.2 | 81.64 | 697.2 | 86.58 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 1 | 3.67 | 26.4 | 3.28 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1 | 3.67 | 31.1 | 3.86 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.5 | 5.51 | 7.9 | 0.98 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 1.5 | 5.51 | 42.6 | 5.29 | 15831.9 | 5.67 |
| Total Teaching Positions | 27.2 | 100 | 805.3 | 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) | 20 | 80 | 683.9 | 84.82 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 1 | 4 | 22.9 | 2.84 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2 | 8 | 55.5 | 6.88 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1 | 4 | 6 | 0.74 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 1 | 4 | 38 | 4.71 | 14303.8 | 5.15 |
| Total Teaching Positions | 25 | 100 | 806.4 | 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) | 24 | 92.31 | 696.9 | 83.84 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 1 | 3.85 | 23 | 2.77 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 49.9 | 6.01 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 18.6 | 2.25 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 1 | 3.85 | 42.6 | 5.13 | 13705.8 | 4.91 |
| Total Teaching Positions | 26 | 100 | 831.3 | 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 | 1.00 | 0 | 0 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 1.00 | 2 | 0 |

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 | 1.00 | 1 | 0 |
| Local Assignment Options | 0.50 | 0 | 0 |
| Total Out-of-Field Teachers | 1.50 | 1 | 0 |

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) | 3.8 | 0 | 0 |
| 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

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: 10/14/2025

| 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 | Adopted 2017: Benchmark Education Company, "Benchmark Advance" (TK-6) | 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. | 0 |
| Science | Adopted: Amplify Education, Inc "Amplify Science" 2021 (K-3), 2020 (4-6) | 0 |
| History-Social Science | Adopted 2020: McGraw Hill Education, "Impact California" (K-6) | 0 |
| Foreign Language | N/A | 0 |
| Health | N/A | 0 |
| Visual and Performing Arts | N/A | 0 |
| Science Laboratory Equipment (grades 9-12) | N/A | 0 |

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

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

4/10/2025

| 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.

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) | 26 | 29 | 46 | 47 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 13 | 13 | 30 | 31 | 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 | 338 | 337 | 99.70 | 0.30 | 29.38 |
| Female | 175 | 175 | 100.00 | 0.00 | 32.57 |
| Male | 163 | 162 | 99.39 | 0.61 | 25.93 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 45 | 45 | 100.00 | 0.00 | 15.56 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 242 | 241 | 99.59 | 0.41 | 31.12 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 15 | 15 | 100.00 | 0.00 | 26.67 |
| White | 27 | 27 | 100.00 | 0.00 | 33.33 |
| English Learners | 62 | 61 | 98.39 | 1.61 | 16.39 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 320 | 319 | 99.69 | 0.31 | 28.53 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 43 | 43 | 100.00 | 0.00 | 6.98 |

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 | 337 | 336 | 99.70 | 0.30 | 12.50 |
| Female | 174 | 174 | 100.00 | 0.00 | 6.90 |
| Male | 163 | 162 | 99.39 | 0.61 | 18.52 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 44 | 44 | 100.00 | 0.00 | 0.00 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 242 | 241 | 99.59 | 0.41 | 13.28 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 15 | 15 | 100.00 | 0.00 | 6.67 |
| White | 27 | 27 | 100.00 | 0.00 | 22.22 |
| English Learners | 62 | 62 | 100.00 | 0.00 | 6.45 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 319 | 318 | 99.69 | 0.31 | 11.95 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 43 | 43 | 100.00 | 0.00 | 6.98 |

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) | 6.58 | 14.74 | 26.45 | 28.08 | 30.73 | 32.33 |

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 | 95 | 95 | 100.00 | 0.00 | 14.74 |
| Female | 47 | 47 | 100.00 | 0.00 | 17.02 |
| Male | 48 | 48 | 100.00 | 0.00 | 12.50 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 12 | 12 | 100.00 | 0.00 | 0.00 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 71 | 71 | 100.00 | 0.00 | 14.08 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 14 | 14 | 100.00 | 0.00 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 91 | 91 | 100.00 | 0.00 | 14.29 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 12 | 12 | 100.00 | 0.00 | 8.33 |

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 |
|-------------|-------------------------------|---|--|--|--------------------------|
|-------------|-------------------------------|---|--|--|--------------------------|

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

Stine Elementary School has hosted parent involvement activities such as Family Literacy Night, Family Math Night, Family Picnic, Parent Workshops, Coffee with a Principal, 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 the school website, Parent Square, flyers, phone calls, and invitations to encourage parent participation. Our school continues to provide events like these and plan to 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.

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 687 | 661 | 168 | 25.4 |
| Female | 345 | 330 | 84 | 25.5 |
| Male | 342 | 331 | 84 | 25.4 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 12 | 11 | 1 | 9.1 |
| Black or African American | 93 | 90 | 27 | 30.0 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 508 | 487 | 128 | 26.3 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 16 | 16 | 4 | 25.0 |
| White | 48 | 47 | 8 | 17.0 |
| English Learners | 121 | 119 | 19 | 16.0 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 646 | 624 | 158 | 25.3 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 96 | 93 | 26 | 28.0 |

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 |
| 2.69 | 1.43 | 1.16 | 2.75 | 2.15 | 1.78 | 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 | 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 | 1.16 | 0.00 |
| Female | 0.58 | 0.00 |
| Male | 1.75 | 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 | 3.23 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.39 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 12.50 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 1.24 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 2.08 | 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

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. As outlined in our Safe Schools Plan, the safety committee has addressed concerns for the safe coming and going of our students. Representatives from Stine's Safety Team, Admin / Instructional Leadership Team, and student council had an opportunity to review and provide input on the Comprehensive School Safety Plan. After reviewing the achievement of the previous year's goals, the decided on the following two goals as our primary focus for this year. Goal #1 states by the end of the school year, Stine will a communication protocol to be used during a lockdown or any other shelter in place emergency that will support administration and authorities in determining the location of all students and staff will be developed and tested. Progress will be measured by practicing these protocols during monthly disaster drills and reviewing the results with the staff to assess our effectiveness. Stine Leadership Team and Safety Team will work together to develop a communication protocol to be used during a lockdown or any other shelter in place emergency.

This protocol will used by all staff members to communicate the location and last known whereabouts of all students and staff. This goal aligns with PBVUSD's Pillar #3: Wellness, Safety, and Equity for All by ensuring a way to communicate that all student are safe during a time of an emergency. Goal #2 states by the end of the school year, Stine's Safety Committee under the leadership of the assistant principal will review and updated the emergency reunification process to ensure students have a safe transition from the care of the school to care of the parent. Progress will be measure by a post emergency parent and staff survey. The Safety Committee will develop clear protocols that are communicated to staff and parents. Stine will have the opportunity to practice and evaluate the success of the reunification process during the district's annual disaster drill. This goal aligns with PBVUSD's Pillar #3: Wellness, Safety, and Equity for All by ensuring a way to communicate that all student are safe during a time of an emergency.

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 | 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 |

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 | 25 | 0 | 3 | 0 |
| 1 | 24 | 0 | 4 | 0 |
| 2 | 27 | 0 | 3 | 0 |
| 3 | 23 | 0 | 3 | 0 |
| 4 | 32 | 0 | 2 | 0 |
| 5 | 24 | 0 | 3 | 0 |
| 6 | 27 | 0 | 3 | 0 |
| Other | 8 | 2 | 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 | 25 | | 3 | |
| 1 | 23 | | 4 | |
| 2 | 28 | | 3 | |
| 3 | 27 | | 3 | |
| 4 | 23 | | 3 | |
| 5 | 30 | | 3 | |
| 6 | 25 | | 3 | |
| Other | 8 | 2 | | |

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 | 1.5 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 3 |

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 | 11,623.00 | 4,486.00 | 7,137.00 | 70,591.00 |
| District | N/A | N/A | 11,502.00 | \$91,220 |
| Percent Difference - School Site and District | N/A | N/A | -46.8 | -18.9 |
| State | N/A | N/A | \$11,146 | \$101,700 |
| Percent Difference - School Site and State | N/A | N/A | -40.6 | -30.8 |

Fiscal Year 2024-25 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, 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:

- Provide low-income and minority students greater access to effective 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.
- Increase student achievement consistent with the challenging state academic standards; and
- Improve the quality and effectiveness of 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

Fiscal Year 2024-25 Types of Services Funded

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 funds are used to provide resources and training 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 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 | \$58,223 | \$61,597 |
| Mid-Range Teacher Salary | \$88,860 | \$98,902 |
| Highest Teacher Salary | \$117,885 | \$126,340 |
| Average Principal Salary (Elementary) | \$159,028 | \$158,383 |
| Average Principal Salary (Middle) | \$161,141 | \$165,207 |
| Average Principal Salary (High) | | \$162,237 |
| Superintendent Salary | \$290,490 | \$288,332 |
| Percent of Budget for Teacher Salaries | 29.97% | 31.29% |
| Percent of Budget for Administrative Salaries | 4.33% | 5.38% |

Professional Development

Professional Development Focus areas include 21st-century learning strategies, English/Language Arts, English Language Development, Math, Science, socioemotional learning, district-adopted curriculum, educational technology strategies, effective tier I instructional strategies, district-adopted intervention strategies for MTSS, Direct Interactive Instruction, classroom management, Common Core State Standards implementation, grade level focus groups, as well as PBIS and college readiness strategies.

Areas of focus are determined based on district initiatives, survey data, walkthrough data, teacher request, and student performance in class and on district assessments. District sponsored professional development is delivered through PBV-University, conference attendance, Kern County Superintendent of Schools and other university partnerships. Site-based professional development is delivered in multiple modes, including but not limited to, administrative leadership training, monthly site-specific professional learning opportunities, planned professional development provided by district department leads, and by way of online professional development libraries through Global PD and Aspire.

Each site participates in a weekly early release day to focus on Professional Learning Communities, which includes ninety minutes of release time for teachers to receive school site professional learning and develop Common Core standards-aligned lessons with their collaborative teams. Follow-up coaching is also provided to support district-driven instructional priorities to support the implementation of teacher professional learning. Teachers are also supported by the site administration, academic coach, instructional intervention teacher, New Teacher Support, instructional coordinators, and specialists.

Professional Development

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 | 106 | 76 | |