JCS-Pine Valley
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	JCS-Pine Valley
Street	28876 Old Highway 80
City, State, Zip	Pine Vally, CA 91962
Phone Number	619-473-1300
Principal	Connie Masters
Email Address	cmasters@jcs-inc.org
School Website	https://pinevalley.jcs-inc.org/
County-District-School (CDS) Code	37682130138636

2022-23 District Contact Information

District Name	JCS-Pine Valley
Phone Number	619-473-9022
Superintendent	Dr. Patrick Keeley
Email Address	patrick.keeley@meusd.k12.ca.us
District Website Address	https://www.meusd.k12.ca.us/

2022-23 School Overview

JCS-Pine Valley is a TK-12 parent-choice charter school that serves students in East County San Diego. JCS-Pine Valley Academy 6-12 is a unique program in the community of Pine Valley, California. The academy campus is spread out among the small town. Pine Valley Academy has both middle school and high school programs with students coming to school a minimum of two days and a maximum of four days per week based upon classes. All classes are taught by credentialed teachers lifting some of the responsibility of independent study. Pine Valley Academy's emphasis is cultivating character in order to prepare students to become global citizens. Students are involved in community service, field trips, and hands- on learning activities. PVA has a schoolyard habitat program that has been certified as a wildlife habitat. Students recycle community refuse with their worm project, as well as collect and recycle glass, aluminum, and paper. Pine Valley Academy is known for being a caring environment where students of all levels can excel.

Parents who wish to play a significant role in their student's education may choose the home study program. JCS Pine Valley TK-12 Home Study provides the most flexibility for students and parents, but also requires the greatest responsibility and self-direction. Students work primarily at home under the guidance of their parents to learn content and complete assignments created by credentialed teachers. Varied standards based curriculum choices including online and teacher led options are offered. Students have monthly meetings with their teachers to turn in work, and receive new assignments. Support and tutoring along with access to classes, field trips, events, and activities are all available at varying levels based on the interest and the needs of our home study families.

JCS - Pine Valley's vision is to work in partnership with families to ensure all learners develop the necessary skills to become contributing members of our local and global communities. We are dedicated to nurturing passionate lifelong learners.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	11
Grade 1	21
Grade 2	18
Grade 3	18
Grade 4	14
Grade 5	16
Grade 6	19
Grade 7	16
Grade 8	11
Grade 9	14
Grade 10	12
Grade 11	9
Grade 12	9
Total Enrollment	188

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	50.5
American Indian or Alaska Native	0.5
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	19.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	5.3
White	72.9
English Learners	1.6
Foster Youth	0.0
Homeless	2.7
Migrant	0.0
Socioeconomically Disadvantaged	46.8
Students with Disabilities	12.2

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)	4.60	57.20	131.90	60.46	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.70	0.34	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	11.50	5.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.60	32.35	54.10	24.82	12115.80	4.41
Unknown	0.80	10.21	19.80	9.10	18854.30	6.86
Total Teaching Positions	8.10	100.00	218.20	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)	5.70	61.26	135.90	58.44	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.86	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	10.60	4.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.50	37.99	64.70	27.82	11953.10	4.28
Unknown	0.00	0.64	19.20	8.28	15831.90	5.67
Total Teaching Positions	9.30	100.00	232.60	100.00	279044.80	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.

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

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

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	0.00
Local Assignment Options	2.60	3.50
Total Out-of-Field Teachers	2.60	3.50

2021-22 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)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

High quality instructional materials and curricula are available for all students at all grade levels. Materials are updated and replaced, as needed. Standards-aligned textbooks and other instructional materials are stocked in the Resource Center and, as needed, available through special order. The TK-8 program has extensive flexibility to work with instructional materials that optimize learning and teaching for the student and family, while the high school program has recommended, and in some cases required, materials for core and elective coursework. In science, appropriate standards aligned take-home science kits and site-based labs are available for all students not taking the science course in a classroom. The school does not strictly adhere to the state's textbook adoption cycle.

Year and month in which the data were collected	December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders (K-6), Pearson My Perspectives ELA 7-11, CSU Expository Reading & Writing (12)	Yes	0

Mathematics	Zearn (K-8), GoMath (K-8), Math Links (6-8), Pearson Integrated Math (9-12)	Yes	0
Science	Science Weekly (K-6), Stemscopes (6-8), SCA Elevate Science (6-8), Inspire Biology (9-12), Inspire Earth Science (9-12)	Yes	0
History-Social Science	Studies Weekly (K-8), MyWorld Interactive (6-8), Prentice Hall World History (9-12), McDougall Littell The Americans (9-12), Magruders American Government (12), Pearson Economics (12)	Yes	0
Foreign Language	Autentico (Spanish 9-12)	Yes	0
Health	Glencoe Health	Yes	0
Visual and Performing Arts	Glencoe Art in Focus, Glencoe Music: It's Role and importance in our Lives	Yes	0
Science Laboratory Equipment (grades 9-12)	Microscopes Science kits including assorted resources and supplies	Yes	0

School Facility Conditions and Planned Improvements

JCS-Pine Valley has three facilities in Pine Valley. All facilities are in good repair and are clean and safe for students and staff.

Year and month of the most recent FIT report	6/21/2022

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		28825 Old Hwy 80 - middle school building: Walk through gate needs to be added.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	46	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	27	N/A	25	N/A	33

2021-22 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	101	98	97.03	2.97	45.92
Female	46	44	95.65	4.35	43.18
Male	54	53	98.15	1.85	47.17
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	22	19	86.36	13.64	31.58
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	72	72	100.00	0.00	51.39
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	45	42	93.33	6.67	42.86
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	13	13	100.00	0.00	15.38

2021-22 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	101	98	97.03	2.97	26.53
Female	46	44	95.65	4.35	11.36
Male	54	53	98.15	1.85	37.74
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	22	19	86.36	13.64	15.79
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	72	72	100.00	0.00	31.94
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	45	42	93.33	6.67	23.81
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	13	13	100.00	0.00	15.38

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	5.26	31.91	14.43	16.48	28.5	29.47

2021-22 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	48	47	97.92	2.08	31.91
Female	21	21	100	0	19.05
Male	26	25	96.15	3.85	40
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	0	0	0	0	0
White	41	41	100	0	34.15
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	25	24	96	4	29.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

Students may participate in a state-approved Work Experience Education program (WEE) where students gain skills and knowledge in job-related topics while being employed. Students have a variety of elective courses they may take that are focused on career preparation and interests they have expressed. We have developed informal relationships with various community colleges and work programs based on student populations' particular interests and needs. Students take CTE pathways courses through Edgenuity. We have begun to identify our pathways for CTE and working towards implementing the first full pathway. We have also partnered with our sister school, JCS-Manzanita, to participate in an online dual enrollment program with Grossmont Community College to allow students to receive college course credit.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	8
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	10.00

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	80%	80%	80%	80%	80%
Grade 7	100%	100%	100%	100%	100%
Grade 9	86%	86%	86%	86%	86%

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.

2022-23 Opportunities for Parental Involvement

Because JCS-Pine Valley is an independent study program, parental involvement is welcome and very much needed. For academy students, parents are welcome to see their students' work through the Parent Portal and be a part of Project Week. We have multiple field trips throughout the year which parents can participate in. Parents are an integral part of our School Site Council which hold regularly scheduled meetings that can be found on our website. We also have additional activities throughout the year for parents, such as PSAT and PSAT8 trainings, Canvas trainings, College and Career Night, CHYA informational meetings, and other informational meetings as needed. Other examples of involvement include participation in the daily/weekly teaching of their children, opportunities to serve on the Board, monthly meetings with an educational facilitator. In addition, parents are invited to participate in professional development programs, workshops and support groups offered by the school. Communication mechanisms include meetings with facilitators; site newsletters; event and opportunity flyers; parent surveys; e-mail; Zoom; Canvas; ParentSquare and the JCS-Inc web site.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		--	--		16.5	17.8		8.9	7.8
Graduation Rate		--	--		68	76.7		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	--	--	--
English Learners	0	0	0.0
Foster Youth	--	--	--
Homeless	0	0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	207	200	6	3.0
Female	100	95	5	5.3
Male	105	103	1	1.0
American Indian or Alaska Native	2	1	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	43	42	3	7.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	10	0	0.0
White	148	144	3	2.1
English Learners	4	3	0	0.0
Foster Youth	0	0	0	0.0
Homeless	6	6	1	16.7
Socioeconomically Disadvantaged	94	93	3	3.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	26	25	1	4.0

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.43	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.13	1.37	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	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	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Our School Safety Plan was last revised and approved in March 2022 for the 2022/2023 school year. Prior to revision a meeting was held in November 2021 for public input. Our school site council is currently reviewing and updating the plan for the 2023/2024 school year and it will be approved in March 2023. The School Site Council acts as the Safety Committee for JCS-Pine Valley and reviewing/updating the annual safety plan is an important order of business. The School Site Council meets in November, February, and May. Our main focus is on student and staff well-being and safety. Our three major actions are: 1. Provide online training to staff on awareness on key wellness topics such as Bullying (Recognition and Response), Youth Suicide, Online Safety (predators), Boundary Invasion, Mandated Reporter: Child Abuse and Neglect; and Human Trafficking Awareness; 2. Provide social-emotional training on bullying, harassment, and suicide prevention for students; and 3. Initiate increased safety procedures and prevention.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	3	5		
1	2	4		
2	3	2		
3	3	3		
4	4	2		
5	2	3		
6	3	8		

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	3	5		
1	4	4		
2	5	4		
3	4	2		
4	4	3		
5	4	3		
6	5	5		
Other	17	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	3	4		
1	4	5		
2	3	5		
3	3	5		
4	3	6		
5	3	5		
6	5	9		
Other	2	2		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	14		
Mathematics	5	10		
Science	10	3		
Social Science	5	9		

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	15		
Mathematics	5	12		
Science	4	6		
Social Science	5	11		

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	15		
Mathematics	5	15		
Science	9	3		
Social Science	2	6		

2021-22 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	940

2021-22 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)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$8,663	$2,856	$5,807	$46,490
District	N/A	N/A	$10,058	$61,021
Percent Difference - School Site and District	N/A	N/A	-53.6	-27.0
State	N/A	N/A	$6,594	$79,175
Percent Difference - School Site and State	N/A	N/A	-12.7	-52.0

2021-22 Types of Services Funded

All services are supported through the school's general budget, which includes charter school block funding, as well as Title I and Title II funds.. Special programs include learning center classes, tutoring, independent study, vendor course instruction, online learning components, high school specialists, portfolio program, personalized learning (includes options for curriculum choices), intramural sports, extensive field trips, and programs and services designed to ensure that all students are provided opportunities for success such as student academic counseling, speech therapy, special education services, designated/integrated English Language Development, Student Success Team (SST) and Response to Intervention (RtI).

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$45,555	$48,503
Mid-Range Teacher Salary	$58,168	$74,912
Highest Teacher Salary	$89,579	$100,321
Average Principal Salary (Elementary)	$114,690	$122,160
Average Principal Salary (Middle)	$120,034	$127,632
Average Principal Salary (High)	$130,942	$137,578
Superintendent Salary	$160,000	$198,665
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

JCS-Pine Valley hosts professional development days throughout the school year, approximately every eight weeks. Teachers also have a Professional Development week at the beginning of semester 2 during which all students have a Project Week. For 2022-23 primary professional development has focused on creating area experts to train others. Such areas include Canvas, Achieve3000 Heggerty, Beginning Math, Singapore Math, RtI and TK certification. Staff forums focus primarily on school policy, student achievement, curriculum, teaching and learning strategies, technology support and training, and self-selected professional learning communities. Teachers new to the profession and new to independent study receive support through mentoring opportunities. Additionally, teachers are encouraged to attend outside conferences and workshops, particularly those that focus on writing, math, personalized learning and those that foster leadership. Parents are invited to attend professional development day trainings and events and parent-specific core subject area workshops provide additional opportunities for professional development.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	14	16