

JCS-Pine Hills

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

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

2024-25 School Contact Information	
School Name	JCS-Pine Hills
Street	29141 Vallejo Ave
City, State, Zip	Temecula, CA 92592
Phone Number	951-395-0225
Principal	Jillian Tonkin
Email Address	jtonkin@jcs-inc.org
School Website	https://pinehills.jcs-inc.org/
Grade Span	K-12
County-District-School (CDS) Code	33 10330 0138602

2024-25 District Contact Information	
District Name	JCS-Pine Hills
Phone Number	(951) 826-6530
Superintendent	Dr. Edwin Gomez
Email Address	egomez@rcoe.us
District Website	https://www.rcoe.us/

2024-25 School Description and Mission Statement
<p>JCS-Pine Hills (https://pinehills.jcs-inc.org/) is a TK-12 school sponsored by the Riverside County Office of Education. The mission of JCS-Pine Hills is to empower learners with educational choice by providing an exemplary personalized learning program in a supportive, resource-rich learning environment. JCS-Pine Hills is dedicated to excellence and committed to nurturing passionate lifelong learners. There are four programs of JCS-Pine Hills:</p> <p>Pine Hills Academy K-6 is a K-6 Academy in Temecula, CA. The goal of Pine Hills Academy K-6 is to develop passionate lifelong learners through differentiated and personalized instruction. Small group instruction is offered Monday-Thursday and</p>

2024-25 School Description and Mission Statement

Friday is a home study day. During instruction, students participate in hands-on, activity-based Common Core instruction. Qualified teachers pull from a variety of resources to create meaningful lessons that target both the academic and interest levels of the students.

Pine Hills Academy 7-12 is a 7-12 Academy in Temecula, CA. At Pine Hills Academy 7-12, students benefit from classroom instruction three days per week with certificated, highly qualified teachers. Two days per week, students work from home by utilizing the Canvas online platform and communicating with teachers via email and/or online meetings. The focus of Pine Hills Academy 7-12 is academic success, character development, and strengthening the life skills students need for today’s world by “Fostering students who PROSPER”. High school students participate in career guidance classes along with the academic rigor of college preparatory courses on file with the University of California. Students also engage in electives and enrichment such as theater, intramural sports, leadership, community college classes, social activities, and more. Pine Hills Academy 7-12 takes pride in promoting a safe, welcoming, and engaging environment for all students.

Pine Hills Insite is an alternative high school program in Temecula, CA. Pine Hills INSITE offers optional independent study support on-site three (3) mornings/week for high school students enrolled in the Pine Hills Home Study program. At INSITE, students have a quiet workspace, access to the internet, and the guidance of paraprofessionals. Additionally, single-subject teachers (“specialists”) are available for tutoring and scheduled group instruction during INSITE hours.

Pine Hills Home Study is a TK-12 Home Study program serving students in Riverside County. Pine Hills Home Study is a truly personalized program that meets the unique needs of each child and fosters an environment for success! Each student can develop in a learning atmosphere customized to them. Credentialed teachers/Educational Facilitators (EF) help design, monitor, and assess student learning while parents facilitate, support, and supervise the learning. Students and parents meet with their EF once every 20 days to review assignments, assess and monitor student progress, and then plan the next month’s scope of learning. Personalized and supplemental educational items, activities, and materials such as music lessons and athletics are also provided. Additionally, students enrolled in the Pine Hills Home Study program may attend a weekly Friday Learning Center to participate in enriching and hands-on group classes and receive academic support.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	51
Grade 1	51
Grade 2	57
Grade 3	70
Grade 4	56
Grade 5	45
Grade 6	42
Grade 7	52
Grade 8	74
Grade 9	58
Grade 10	70
Grade 11	59
Grade 12	70
Total Enrollment	755

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	51.8
American Indian or Alaska Native	1.6
Asian	1.7
Black or African American	3.4
Filipino	1.2
Hispanic or Latino	32.5
Native Hawaiian or Pacific Islander	0.1
Two or More Races	11
White	47.2
English Learners	0.8
Homeless	1.1
Socioeconomically Disadvantaged	39.5
Students with Disabilities	19.6

A. Conditions of Learning

State Priority: Basic

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

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

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)	27.60	76.69	367.10	68.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.60	1.23	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.08	34.80	6.50	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.80	21.87	88.00	16.41	12115.80	4.41
Unknown/Incomplete/NA	0.40	1.33	39.80	7.43	18854.30	6.86
Total Teaching Positions	35.90	100.00	536.50	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)	28.20	75.85	385.30	68.91	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.00	1.61	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	53.00	9.48	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	8.50	22.97	77.80	13.92	11953.10	4.28
Unknown/Incomplete/NA	0.40	1.18	34.00	6.08	15831.90	5.67
Total Teaching Positions	37.20	100.00	559.20	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.

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)	26.80	71.74	421.50	71.06	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	2.67	16.10	2.72	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.67	48.70	8.22	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.60	20.51	64.50	10.87	11746.90	4.23
Unknown/Incomplete/NA	0.80	2.38	42.20	7.12	14303.80	5.15
Total Teaching Positions	37.40	100.00	593.20	100.00	277698	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.3
Local Assignment Options	7.80	8.50	7.3
Total Out-of-Field Teachers	7.80	8.50	7.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.20	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)	0.00	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>.

2024-25 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 2024

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), CSU Expository Reading & Writing (12), Heggerty Bridge to Reading (K-2), Heggerty Bridge to Writing (K-2), Amplify Core Knowledge Language Arts (3-4), Novel studies, Fountas and Pinnell (5-6)	Yes	0
Mathematics	Zearn (K-8), GoMath (K-8), Beast Academy (1-5), Savvas (9-12)	Yes	0
Science	Science Weekly (K-6), Stemscopes (6-8), Inspire Biology (9-12), Inspire Earth Science (9-12)	Yes	0
History-Social Science	Studies Weekly (K-8), Prentice Hall World History (9-12), McDougall Littell The Americans (9-12), Magraders 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	Standards-aligned texts available for all students.	Yes	0

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

School Facility Conditions and Planned Improvements

JCS-Pine Hills has three facilities. Two are located in Temecula, one at the Vallejo address and another on Madison Ave. Another small facility is maintained in Palm Desert area. All facilities are in good repair and are clean and safe for students and staff.

Year and month of the most recent FIT report

8/1/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Palm Desert Facility: There are still exposed wires in the closet. There are stained ceiling tiles in all offices and the hallway. The carpet is ripped and needs replacing. AC thermostat needs replacing. Vallejo Building B: The lower field still smells like sewage. The staff thinks its a drainage issue. There is still a leak in the exterior hallway. There is a leak in the science lab south wall ,that when it rains ,floods the room.The bathrooms have bubbling in the girls and boys bathroom. The boys bathroom counter top needs replace or repair.
Interior: Interior Surfaces			X	: Madison: Roof tiles damaged due to past leaks in K, 1, 2, 5 and 6. 2nd grade interior doors doesnt close or lock Palm Desert Facility: There are still exposed wires in the closet. There are stained ceiling tiles in all offices and the hallway. The carpet is ripped and needs replacing. AC thermostat needs replacing. Vallejo Buidling A: There is drywall damage .the counsleor office.There are 2 LED light covers missing one in the counselors office and one in SPED office, Vallejo Building B: The lower field still smells like sewage. The staff thinks its a drainage issue. There is still a leak in the exterior hallway. There is a leak in the science lab south wall ,that when it rains ,floods the room.The bathrooms have bubbling in the girls and boys bathroom. The boys bathroom counter top needs replace or repair.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	Palm Desert Facility: There are still exposed wires in the closet. There are stained ceiling tiles in all offices and the hallway. The carpet is ripped and needs replacing. AC thermostat needs replacing. Vallejo Buidling A: There is drywall damage .the counsleor office.There are 2 LED light covers missing one in the counselors office and one in SPED office,
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Vallejo Building B: The lower field still smells like sewage. The staff thinks its a drainage issue. There is still a leak in the exterior hallway. There is a leak in the science lab south wall ,that when it rains ,floods the room.The bathrooms have bubbling in the girls and

School Facility Conditions and Planned Improvements

				boys bathroom. The boys bathroom counter top needs replace or repair.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Vallejo Building B: The lower field still smells like sewage. The staff thinks its a drainage issue. There is still a leak in the exterior hallway. There is a leak in the science lab south wall ,that when it rains ,floods the room.The bathrooms have bubbling in the girls and boys bathroom. The boys bathroom counter top needs replace or repair.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Madison: Roof tiles damaged due to past leaks in K, 1, 2, 5 and 6. 2nd grade interior doors doesnt close or lock

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 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	52	54	36	38	46	47
Mathematics (grades 3-8 and 11)	36	37	22	23	34	35

2023-24 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	410	402	98.05	1.95	54.11
Female	196	194	98.98	1.02	62.69
Male	214	208	97.20	2.80	46.15
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	53.85
Filipino	--	--	--	--	--
Hispanic or Latino	131	130	99.24	0.76	50.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	58	100.00	0.00	51.72
White	191	184	96.34	3.66	57.61
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	171	168	98.25	1.75	42.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	85	82	96.47	3.53	19.51

2023-24 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	410	403	98.29	1.71	37.22
Female	196	194	98.98	1.02	39.69
Male	214	209	97.66	2.34	34.93
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	30.77
Filipino	--	--	--	--	--
Hispanic or Latino	131	130	99.24	0.76	33.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	58	100.00	0.00	34.48
White	191	185	96.86	3.14	40.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	171	168	98.25	1.75	27.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	85	82	96.47	3.53	12.20

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	37.98	41.25	1.96	4.30	30.29	30.73

2023-24 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	275	261	94.91	5.09	41.38
Female	130	124	95.38	4.62	44.35
Male	144	136	94.44	5.56	38.97
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	91	88	96.70	3.30	42.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	29	96.67	3.33	48.28
White	126	116	92.06	7.94	43.10
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	98	91	92.86	7.14	21.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	54	96.43	3.57	14.81

2023-24 Career Technical Education Programs

Students may participate in a state-approved work-study program 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 the interests they have expressed. We have developed informal relationships with various community colleges and work programs based on student populations' particular interests and needs. Our focus currently is on dual enrollment with community colleges to allow students to earn college course credit. Additionally, CTE pathways are being piloted in a small group with the intention of a more extensive roll-out in 2024/2025.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	54
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	93.77
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	30.88

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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	77%	77%	79%	77%	79%
Grade 7	84%	84%	84%	84%	84%
Grade 9	69%	69%	69%	69%	69%

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.

2024-25 Opportunities for Parental Involvement

Because the school is an independent study program, parental involvement is necessary to the extent that students need instructional support from parents on homeschool days. This is included in the terms of the Independent Study Written Learning Agreement, which all parents, students, and associated staff sign before the first day of instruction each year. Students in the full Home Study program need parent support regularly for instruction and parents partner with the school and their child's Educational Facilitator to design and facilitate a personalized learning program aligned to academic standards. Students enrolled in the Academy program need full parent support on homeschool Fridays and parents partner with Academy teachers to ensure homeschool assignments are personalized and appropriate for their child's needs. Additionally, parents and students participate in several project weeks throughout the school year which incorporate voice/choice and rely heavily on parent support as the instructional guide.

In addition to instructional involvement, the school offers multiple field trips throughout the year which parents can chaperone and participate in. Within the Academy program, parents can also volunteer in their child's classroom to support the learning of a group and/or provide enrichment such as art, music, Spanish, and other extracurriculars. Regarding school decision-making,

2024-25 Opportunities for Parental Involvement

parents are equal partners in developing the vision and plans for the school. Parents are seen as problem-solvers who can help address challenges. Parent voice and input are integral parts of our School Site Council and Parent Teacher Organization which hold regularly scheduled meetings that can be found on our website. Other examples of involvement include opportunities to serve on the JCS Board. In addition, parents are invited to participate in professional development programs, workshops, and support groups offered by the school. Communication is active and personal and some mechanisms include face-to-face meetings with facilitators, personal phone calls home, and direct text messaging. Parent surveys, e-mail, Zoom meetings, Canvas for assignment monitoring, ParentSquare, and the JCS-Inc website are also important forms of one and two-way communication.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	4.5	3.7	2.7	24.2	35.8	36.9	7.8	8.2	8.9
Graduation Rate	88.1	88.9	87.8	60.2	52.3	56.5	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	74	65	87.8
Female	44	40	90.9
Male	29	24	82.8
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	20	18	90.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	40	36	90.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	28	23	82.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	15	11	73.3

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	874	841	61	7.3
Female	425	408	32	7.8
Male	446	430	27	6.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	13	12	1	8.3
Asian	14	14	1	7.1
Black or African American	38	33	4	12.1
Filipino	--	--	--	--
Hispanic or Latino	298	284	24	8.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	93	90	5	5.6
White	397	388	23	5.9
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	15	15	2	13.3
Socioeconomically Disadvantaged	379	363	39	10.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	182	175	15	8.6

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 and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.89	0.96	0.46	2.10	2.52	1.84	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.03	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.46	0.00
Female	0.00	0.00
Male	0.90	0.00
Non-Binary		
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	1.01	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.25	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.26	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.65	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.

2024-25 School Safety Plan

The School Safety Plan was last revised and approved in February 2024 for the 2024/2025 school year. Before the revision, a meeting was held in November 2023 for public input. Our school site council is currently reviewing and updating the plan for the 2025/2026 school year and it will be approved by the JCS Board by March 1, 2025. The School Site Council acts as the Safety Committee for the school and reviewing/updating the annual safety plan is an important order of business. The School Site Council typically 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 of 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.

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	4	20		
1	4	15		
2	5	13	1	
3	5	12		
4	3	14	1	
5	4	14	1	
6	5	18		
Other	2	4		

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	3	23		
1	4	14	1	
2	4	15	1	
3	4	13	1	
4	3	16		
5	4	9	1	
6	3	15	1	
Other	3	3		

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	4	10		
1	4	13		
2	4	14	1	
3	4	16		
4	4	14	1	
5	4	12		
6	4	12	1	
Other	2	4		

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	14	15	5	4
Mathematics	9	21	4	
Science	20	4	2	2
Social Science	12	12	3	2

2022-23 Secondary 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 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	11	20	3	3
Mathematics	11	22	1	2
Science	19	5		3
Social Science	16	9	3	2

2023-24 Secondary 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 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	15	11	6	3
Mathematics	9	20	3	
Science	24	3	1	2
Social Science	21	4	3	3

2023-24 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	377.5

2023-24 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.8

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$14,385.65	\$3,830.89	\$10,554.76	\$64,336.06
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2023-24 Types of Services Funded

All services are supported through the school's general budget, which includes charter school block funding. Special programs include tutoring, online learning, high school specialists, personalized learning, extensive field trips, and programs and services designed to ensure that all students are provided opportunities for success. These include, but are not limited to, student academic counseling, speech therapy, special education services, and robust Multi-tiered Systems of Support (MTSS) that encompass Student Success Team (SST), Response to Intervention (RtI), and Positive Behavior Intervention Services (PBIS).

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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 Hills 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 2023-24 the Professional Development focus continues to be on MTSS, including RtI and Math Intervention, Engaging Students, Nancy Fetzer Writing, Leader in Me, AI uses in education, Math Instruction, and organizational leadership. Our forums focus 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.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	16	16	16