JCS-Pine Hills
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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/
County-District-School (CDS) Code	33 10330 0138602

2021-22 District Contact Information

District Name	Riverside County Office of Education
Phone Number	(951) 826-6530
Superintendent	Dr. Edwin Gomez
Email Address	egomez@rcoe.us
District Website Address	https://www.rcoe.us/

2021-22 School Overview

JCS Pine Hills is an independent study TK-12 charter school serving approximately 800 students in Riverside County. Our mission is to empower learners with educational choice. Our vision is to provide an exemplary personalized learning program in a supportive, resource-rich learning environment. We are dedicated to excellence and committed to nurturing passionate lifelong learners. Core values include:

- Creativity and Innovation: Envision and explore rich teaching and learning opportunities.
- Commitment: Educate students to their full potential and uphold the greater good of the school.
- Choice: Empower individual paths and goals through personalized learning.
- Excellence: Foster a climate of high expectations, quality, and accountability.
- Integrity and Compassion: Model honesty, dignity, fairness, and responsibility while demonstrating respect and understanding.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	57
Grade 1	59
Grade 2	49
Grade 3	50
Grade 4	51
Grade 5	47
Grade 6	62
Grade 7	67
Grade 8	74
Grade 9	63
Grade 10	56
Grade 11	64
Grade 12	64
Total Enrollment	763

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.9
Asian	2.1
Black or African American	4.2
Filipino	0.7
Hispanic or Latino	30.5
Two or More Races	9
White	51.2
English Learners	1.4
Homeless	1.7
Socioeconomically Disadvantaged	38.8
Students with Disabilities	17.3

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

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

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)	27.6	76.7	367.1	68.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	6.6	1.2	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.1	34.8	6.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	7.8	21.9	88.0	16.4	12115.8	4.4
Unknown	0.4	1.3	39.8	7.4	18854.3	6.9
Total Teaching Positions	35.9	100.0	536.5	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	7.8
Total Out-of-Field Teachers	7.8

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.2
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

2021-22 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 K-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 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Standards-aligned texts available for all students.	Yes	0
Mathematics	Standards-aligned texts available for all students.	Yes	0
Science	Standards-aligned texts available for all students.	Yes	0
History-Social Science	Standards-aligned texts available for all students.	Yes	0
Foreign Language	Standards-aligned texts available for all students.	Yes	0
Health	Standards-aligned texts available for all students.	Yes	0
Visual and Performing Arts	Standards-aligned texts available for all students.	Yes	0
Science Laboratory Equipment (grades 9-12)	Standards-aligned texts available for all students.	Yes	0

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	1/5/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Vallejo Building B: Sometimes the lower field smells like sewage, staff suspects may be a drainage issue. There is a leak in the boys bathroom; a tub sits to catch the water and there is a stain on the counter from the leak. Fire extinguishers need to be inspected. There is a leak in the exterior stairwell.
Interior: Interior Surfaces		X		Madison: Water leaking through doors and through roof; staff reported before winter break and some repairs are started. When it rains, water creates puddle on interior carpet near exterior doors. Ongoing presence of bees; Orkin removes bees but not hive because they are in an Edison box, Edison has inspected but no change observed. Vallejo Building A: For interior surfaces, current ceiling tile broken and fallen from water damage. Reported and work being done to resolve. Fire extinguishers need to be inspected. Vallejo Building B: Sometimes the lower field smells like sewage, staff suspects may be a drainage issue. There is a leak in the boys bathroom; a tub sits to catch the water and there is a stain on the counter from the leak. Fire extinguishers need to be inspected. There is a leak in the exterior stairwell.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Palm Desert Facility: There are old wires exposed in a closet. Fire extinguishers need to be inspected. Screens have holes and are worn so staff will not open windows.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials			X	Madison: Water leaking through doors and through roof; staff reported before winter break and some repairs are started. When it rains, water creates puddle on interior carpet near exterior doors. Ongoing presence of bees; Orkin removes bees but not hive because they are in an Edison box, Edison has inspected but no change observed. Palm Desert Facility: There are old wires exposed in a closet. Fire extinguishers need to be inspected. Screens have holes and are worn so staff will not open windows. Vallejo Building A: For interior surfaces, current ceiling tile broken and fallen from water damage. Reported and work being done to resolve. Fire extinguishers need to be inspected. Vallejo Building B: Sometimes the lower field smells like sewage, staff suspects may be a drainage issue. There is a leak in the boys bathroom; a tub sits to catch the water and there is a stain on the counter from the leak. Fire extinguishers need to be inspected. There is a leak in the exterior stairwell.
Structural: Structural Damage, Roofs		X		Vallejo Building B: Sometimes the lower field smells like sewage, staff suspects may be a drainage issue. There is a leak in the boys bathroom; a tub sits to catch the water and there is a stain on the counter from the leak. Fire extinguishers need to be inspected. There is a leak in the exterior stairwell.
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X		Madison: Water leaking through doors and through roof; staff reported before winter break and some repairs are started. When it rains, water creates puddle on interior carpet near exterior doors. Ongoing presence of bees; Orkin removes bees but not hive because they are in an Edison box, Edison has inspected but no change observed. Palm Desert Facility: There are old wires exposed in a closet. Fire extinguishers need to be inspected. Screens have holes and are worn so staff will not open windows.

Overall Facility Rate

Exemplary	Good	Fair	Poor

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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	397	379	95.47	4.53	45.38
Female	182	175	96.15	3.85	53.14
Male	215	204	94.88	5.12	38.73
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	18	100	0	27.78
Filipino	--	--	--	--	--
Hispanic or Latino	114	108	94.74	5.26	34.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	45	43	95.56	4.44	53.49
White	205	196	95.61	4.39	51.02
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	12	8	66.67	33.33	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	134	127	94.78	5.22	35.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	74	68	91.89	8.11	17.65

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	397	382	96.22	3.78	35.08
Female	182	176	96.70	3.30	34.09
Male	215	206	95.81	4.19	35.92
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	18	100.00	0.00	22.22
Filipino	--	--	--	--	--
Hispanic or Latino	114	110	96.49	3.51	27.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	45	43	95.56	4.44	32.56
White	205	197	96.10	3.90	41.62
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	12	10	83.33	16.67	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	134	127	94.78	5.22	28.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	74	68	91.89	8.11	13.24

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	3.70	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	130	NT	NT	NT	NT
Female	57	NT	NT		
Male	73	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	48	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	NT	NT	NT	NT
White	55	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	35	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	NT	NT	NT	NT

2020-21 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. Our focus currently is on dual enrollment with community colleges to allow students to earn college course credit.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	67
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	95.95
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	19.35

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Because JCS-Pine Hills 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 (except during COVID-19) which parents can participate in. Parents are an integral part 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 participation in the daily/weekly teaching of their children, opportunities to serve on the Board, monthly meetings with an educational facilitator. 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate		8.1	11.3	36.1	35.5	28.5	9.0	8.9	9.4
Graduation Rate		91.9	83.1	41.2	50.5	56.5	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	71	59	83.1
Female	41	35	85.4
Male	30	24	80.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	20	17	85.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	42	37	88.1
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	26	22	84.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	15	9	60.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	771	763	50	6.6
Female	368	366	18	4.9
Male	403	397	32	8.1
American Indian or Alaska Native	6	6	0	0.0
Asian	16	15	0	0.0
Black or African American	33	32	4	12.5
Filipino	5	5	0	0.0
Hispanic or Latino	234	234	10	4.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	71	71	8	11.3
White	394	390	27	6.9
English Learners	11	11	0	0.0
Foster Youth	4	3	3	100.0
Homeless	21	21	1	4.8
Socioeconomically Disadvantaged	309	305	35	11.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	138	136	17	12.5

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.92	0.00	2.59	0.05	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.99	2.45
Expulsions	0.00	0.00	0.05

2020-21 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

2021-22 School Safety Plan

Our Safety Plan was last revised and approved in February 2021 for the 2021/2022 school year. Prior to revision a meeting was held in November 2020 for public input. Our school site council is currently reviewing and updating the plan for the 2022/2023 school year and it will be approved in February 2022. The School Site Council acts as the Safety Committee for JCS-Pine Hills 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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
1				
2				
3				
4				
5				
6				

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	5	10	1	
1	4	11	1	
2	5	10	1	
3	4	12	1	
4	3	10		
5	2	11		
6	7	16	2	
Other	26	2		2

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	22		
1	5	12	1	
2	4	12		
3	4	14		
4	3	11		
5	2	15		
6	6	19		
Other	24	2		2

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	21	3	2
Mathematics	9	27	3	1
Science	12	14	1	1
Social Science	7	24	1	1

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	15	13	4	6
Mathematics	9	21	4	
Science	16	6	3	1
Social Science	12	12	5	1

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	12	19	5	2
Mathematics	9	22	2	
Science	15	8	2	2
Social Science	12	14	2	1

2020-21 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	847.8

2020-21 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)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	3
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	9.8

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$9,917	$1,966	$7,951	$52,442
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State			$8,444	
Percent Difference - School Site and State	N/A	N/A	-6.0	-18.1

2020-21 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), extensive field trips (except during COVID-19), 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).

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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	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 2021-22 the Professional Development focus continues to be on MTSS, including RtI, Math Intervention, Supporting Digital Learning, Safe Reopening. 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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	14