

JCS-Pine Hills

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	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

2023-24 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/

2023-24 School Description and Mission Statement

JCS Pine Hills is an independent study TK-12 charter school serving approximately 765 students in Riverside County. Our school includes several different programs to offer choice to our families: home study with an option for a 1-day learning center; a K-6 academy that meets 4 days/week; a 7-12 academy that meets 3 days/week; and INSITE, an independent study high school program that provides additional support. 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	57
Grade 2	64
Grade 3	58
Grade 4	54
Grade 5	43
Grade 6	52
Grade 7	59
Grade 8	59
Grade 9	61
Grade 10	63
Grade 11	66
Grade 12	55
Total Enrollment	755

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9%
Male	52.8%
American Indian or Alaska Native	1.3%
Asian	2.1%
Black or African American	3.4%
Filipino	0.8%
Hispanic or Latino	31.5%
Two or More Races	11.4%
White	47.8%
English Learners	1.6%
Foster Youth	0.1%
Homeless	1.9%
Socioeconomically Disadvantaged	40.4%
Students with Disabilities	18.5%

A. Conditions of Learning **State Priority: Basic**

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

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

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	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	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

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

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

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

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

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

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.2	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

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

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), CSU Expository Reading & Writing (12)	Yes	0
Mathematics	Zearn (K-8), GoMath (K-8), Beast Academy (1-5), Pearson Integrated Math (9-12)	Yes	0
Science	Science Weekly (K-6), Stemsopes (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), Magruder's 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

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

8/1/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Palm Desert Facility: There are exposed wires in the closet.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Madison: Roof tiles were damaged due to past leaks in K, 1st, 2nd, 5th, and 6th grade classrooms. Water pools in the front office and the 3rd-grade classroom. Vallejo Building B: There is a leak in the exterior hallway. There is a leak in the science lab (south wall) and, when it rains, floods the room. Palm Desert Facility: There are water leaks in Dana's office and the front room.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Vallejo Building B: The lower field sometimes smells like sewage. The staff thinks it's a drainage issue.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	51	52	37	36	47	46
Mathematics (grades 3-8 and 11)	31	36	21	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	387	381	98.45	1.55	51.97
Female	182	179	98.35	1.65	59.78
Male	203	200	98.52	1.48	45.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	58.33
Filipino	--	--	--	--	--
Hispanic or Latino	115	113	98.26	1.74	46.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	40	100.00	0.00	55.00
White	199	195	97.99	2.01	53.85
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	160	157	98.13	1.87	43.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	86	97.73	2.27	29.07

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	387	381	98.45	1.55	36.22
Female	182	179	98.35	1.65	33.52
Male	203	200	98.52	1.48	39.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	115	113	98.26	1.74	28.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	40	100.00	0.00	42.50
White	199	195	97.99	2.01	41.03
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	160	157	98.13	1.87	24.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	86	97.73	2.27	10.47

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	36.97	37.98	3.80	1.96	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	219	214	97.72	2.28	37.85
Female	106	102	96.23	3.77	37.25
Male	112	111	99.11	0.89	38.74
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	60	59	98.33	1.67	37.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	32	96.97	3.03	37.50
White	105	103	98.10	1.90	41.75
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	81	80	98.77	1.23	35.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	50	98.04	1.96	16.00

2022-23 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	44
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	94.29
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	22.03

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	83%	83%	83%	83%	83%
Grade 7	88%	88%	88%	88%	88%
Grade 9	84%	87%	88%	87%	88%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

In addition to instructional involvement, due to the independent study nature of JCS-Pine Hills, multiple field trips are offered throughout the year which parents can chaperone and participate in. Regarding school decision-making, 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	11.3	4.5	3.7	28.5	24.2	35.8	9.4	7.8	8.2
Graduation Rate	83.1	88.1	88.9	56.5	60.2	52.3	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	54	48	88.9
Female	26	26	100.0
Male	28	22	78.6
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	14	12	85.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	29	25	86.2
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	22	19	86.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	16	13	81.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	833	810	56	6.9
Female	398	384	26	6.8
Male	433	424	29	6.8
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	15	14	1	7.1
Asian	17	16	1	6.3
Black or African American	27	27	1	3.7
Filipino	6	6	0	0.0
Hispanic or Latino	268	262	27	10.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	90	89	8	9.0
White	397	383	16	4.2
English Learners	15	15	3	20.0
Foster Youth	3	3	2	66.7
Homeless	18	17	2	11.8
Socioeconomically Disadvantaged	353	341	27	7.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	180	175	22	12.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.89	0.96	0.05	2.10	2.52	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.96	0
Female	1.01	0
Male	0.92	0
Non-Binary		
American Indian or Alaska Native	6.67	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.75	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.11	0
White	1.01	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.57	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.11	0

2023-24 School Safety Plan

Our Safety Plan was last revised and approved in February 2023 for the 2023/2024 school year. Before revision, a meeting was held in November 2022 for public input. Our school site council is currently reviewing and updating the plan for the 2024/2025 school year and it will be approved in March 2024. 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 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.

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

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	0	0
1	4	14	1	0
2	4	15	1	0
3	4	13	1	0
4	3	16	0	0
5	4	9	1	0
6	3	15	1	0
Other	3	3	0	0

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

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	0	3
Social Science	16	9	3	2

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	328.26

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	8.1

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,253	\$3,112	\$9,141	\$57,513
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	\$7,607	
Percent Difference - School Site and State	N/A	N/A	32.4	-18.1

Fiscal Year 2022-23 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, 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 (Rtl).

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
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		

2022-23 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 book study, 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	14	16	16