

# JCS-Pine Hills

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	JCS-Pine Hills
<b>Street</b>	29141 Vallejo Ave
<b>City, State, Zip</b>	Temecula, CA 92592
<b>Phone Number</b>	951-395-0225
<b>Principal</b>	Jillian Tonkin
<b>Email Address</b>	jtonkin@jcs-inc.org
<b>School Website</b>	<a href="https://pinehills.jcs-inc.org/">https://pinehills.jcs-inc.org/</a>
<b>County-District-School (CDS) Code</b>	33 10330 0138602

## 2022-23 District Contact Information

<b>District Name</b>	JCS-Pine Hills
<b>Phone Number</b>	(951) 826-6530
<b>Superintendent</b>	Dr. Edwin Gomez
<b>Email Address</b>	egomez@rcoe.us
<b>District Website Address</b>	<a href="https://www.rcoe.us/">https://www.rcoe.us/</a>

## 2022-23 School Overview

JCS Pine Hills is an independent study TK-12 charter school serving approximately 755 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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	64
Grade 2	66
Grade 3	54
Grade 4	47
Grade 5	60
Grade 6	51
Grade 7	69
Grade 8	70
Grade 9	67
Grade 10	71
Grade 11	57
Grade 12	66
Total Enrollment	816

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.8
American Indian or Alaska Native	1.5
Asian	2.6
Black or African American	4.4
Filipino	0.7
Hispanic or Latino	31.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	10.4
White	46.9
English Learners	1.8
Foster Youth	0.4
Homeless	2.5
Migrant	0.0
Socioeconomically Disadvantaged	38.0
Students with Disabilities	17.8



**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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.60	76.69	367.10	68.43	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.60	1.23	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.08	34.80	6.50	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	7.80	21.87	88.00	16.41	12115.80	4.41
<b>Unknown</b>	0.40	1.33	39.80	7.43	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28.20	75.85	385.30	68.91	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	9.00	1.61	4853.00	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	53.00	9.48	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	8.50	22.97	77.80	13.92	11953.10	4.28
<b>Unknown</b>	0.40	1.18	34.00	6.08	15831.90	5.67
<b>Total Teaching Positions</b>	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.

### 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
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

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

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

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.20	0.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

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

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

Year and month in which the data were collected

December 2022

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

<b>Mathematics</b>	Zearn (K-8), GoMath (K-8), Beast Academy (1-5), Pearson Integrated Math (9-12)	Yes	0
<b>Science</b>	Science Weekly (K-6), Stemsscopes (6-8), Inspire Biology (9-12), Inspire Earth Science (9-12)	Yes	0
<b>History-Social Science</b>	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
<b>Foreign Language</b>	Autentico (Spanish 9-12)	Yes	0
<b>Health</b>	Glencoe Health	Yes	0
<b>Visual and Performing Arts</b>	Standards-aligned texts available for all students.	Yes	0
<b>Science Laboratory Equipment</b> (grades 9-12)	Microscopes Science kits including assorted resources and supplies	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**

8/1/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Vallejo Building B: The lower field sometimes smells like sewage. The staff thinks its a draniage issue. There is still a leak in the boys bathroom that has not been fixed. There is still al leak in the exterior hallway.
<b>Interior:</b> Interior Surfaces		X		: Madison: Roof appears to be leaking still as there are some tiles on the celing that have water stains in K, 1, and 6 grade classrooms. There are some wholes and patching that need to be done , but the painters will be out to fix those next week. Water does pool when it rains hard in the front office area due to the building structure. Vallejo Building A: Vallejo Building B: The lower field sometimes smells like sewage. The staff thinks its a draniage issue. There is still a leak in the boys bathroom that has not been fixed. There is still al leak in the exterior hallway.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		Palm Desert Facility: There are still exposed wires in the closet. The fire estinguisher has still not been inspected. The door has a broken seal which allows for water to go under the door. Screens still cant be open on window. Roof is leaking in office and kitchen.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X		

## School Facility Conditions and Planned Improvements

				Palm Desert Facility: There are still exposed wires in the closet. The fire extinguisher has still not been inspected. The door has a broken seal which allows for water to go under the door. Screens still cant be open on window. Roof is leaking in office and kitchen.
<b>Structural:</b> Structural Damage, Roofs			X	<p>Madison: Roof appears to be leaking still as there are some tiles on the celing that have water stains in K, 1, and 6 grade classrooms. There are some wholes and patching that need to be done , but the painters will be out to fix those next week. Water does pool when it rains hard in the front office area due to the building structure.</p> <p>Palm Desert Facility: There are still exposed wires in the closet. The fire extinguisher has still not been inspected. The door has a broken seal which allows for water to go under the door. Screens still cant be open on window. Roof is leaking in office and kitchen.</p> <p>Vallejo Building B: The lower field sometimes smells like sewage. The staff thinks its a draniage issue. There is still a leak in the boys bathroom that has not been fixed. There is still al leak in the exterior hallway.</p>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Palm Desert Facility: There are still exposed wires in the closet. The fire extinguisher has still not been inspected. The door has a broken seal which allows for water to go under the door. Screens still cant be open on window. Roof is leaking in office and kitchen.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
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## 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).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	51	N/A	37	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	31	N/A	21	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	382	371	97.12	2.88	51.08
<b>Female</b>	185	180	97.30	2.70	55.87
<b>Male</b>	197	191	96.95	3.05	46.60
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	19	19	100.00	0.00	36.84
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	113	113	100.00	0.00	46.02
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	47	46	97.87	2.13	56.52
<b>White</b>	182	173	95.05	4.95	54.07
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	110	108	98.18	1.82	51.40
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	90	85	94.44	5.56	22.62

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	382	371	97.12	2.88	30.73
<b>Female</b>	185	180	97.30	2.70	24.44
<b>Male</b>	197	191	96.95	3.05	36.65
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	19	19	100.00	0.00	31.58
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	113	113	100.00	0.00	27.43
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	47	46	97.87	2.13	36.96
<b>White</b>	182	173	95.05	4.95	32.37
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	110	108	98.18	1.82	25.00
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	90	85	94.44	5.56	12.94

## CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	36.97	3.7	3.8	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	245	238	97.14	2.86	36.97
<b>Female</b>	130	125	96.15	3.85	39.2
<b>Male</b>	114	112	98.25	1.75	34.82
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	67	67	100	0	37.31
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	24	23	95.83	4.17	52.17
<b>White</b>	128	122	95.31	4.69	37.7
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	68	66	97.06	2.94	28.79
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	41	40	97.56	2.44	12.5

## 2021-22 Career Technical Education Programs

Students may participate in a state-approved Work Experience Education program (WEE) where students gain skills and knowledge in job-related topics while being employed. Students have a variety of elective courses they may take that are focused on career preparation and interests they have expressed. We have developed informal relationships with various community colleges and work programs based on student populations' particular interests and needs. Our focus currently is on dual enrollment with community colleges to allow students to earn college course credit.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	82
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	95.40
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	21.31

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	75%	75%	75%	75%	75%
Grade 7	69%	69%	69%	69%	69%
Grade 9	71%	71%	71%	71%	71%

## C. Engagement

### State Priority: Parental Involvement

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

## 2022-23 Opportunities for Parental Involvement

Because JCS-Pine 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 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		8.1	4.5		35.5	24.2		8.9	7.8
Graduation Rate		91.9	88.1		50.5	60.2		84.2	87

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	67	59	88.1
<b>Female</b>	35	33	94.3
<b>Male</b>	32	26	81.3
<b>American Indian or Alaska Native</b>	0	0	0.0
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	16	15	93.8
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	--	--	--
<b>White</b>	41	35	85.4
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0	0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	25	21	84.0
<b>Students Receiving Migrant Education Services</b>	0	0	0.0
<b>Students with Disabilities</b>	12	8	66.7



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	896	865	56	6.5
Female	454	437	22	5.0
Male	441	427	33	7.7
American Indian or Alaska Native	13	13	3	23.1
Asian	22	21	2	9.5
Black or African American	39	39	1	2.6
Filipino	9	9	0	0.0
Hispanic or Latino	276	269	23	8.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	93	87	6	6.9
White	433	417	20	4.8
English Learners	19	19	0	0.0
Foster Youth	9	7	0	0.0
Homeless	19	19	3	15.8
Socioeconomically Disadvantaged	350	335	31	9.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	177	165	23	13.9

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	1.99	2.45
<b>Expulsions</b>	0.00	0.00	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	0.89	0.05	2.10	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.89	0.00
<b>Female</b>	0.22	0.00
<b>Male</b>	1.59	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	7.69	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.36	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	1.08	0.00
<b>White</b>	0.69	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.86	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	1.69	0.00

## 2022-23 School Safety Plan

Our Safety Plan was last revised and approved in February 2022 for the 2022/2023 school year. Prior to revision a meeting was held in November 2021 for public input. Our school site council is currently reviewing and updating the plan for the 2023/2024 school year and it will be approved in March 2023. The School Site Council acts as the Safety Committee for JCS-Pine 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.

## 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

## 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		

## 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

## 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

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	370.91

## 2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	2.2
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1.4
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	1.0
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	6.3

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$10,948	\$3,445	\$7,503	\$62,690
<b>District</b>	N/A	N/A	N/A	
<b>Percent Difference - School Site and District</b>	N/A	N/A	N/A	N/A
<b>State</b>	N/A	N/A	\$6,594	
<b>Percent Difference - School Site and State</b>	N/A	N/A	12.9	-18.1

## 2021-22 Types of Services Funded

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

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

## 2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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 2022-23 the Professional Development focus continues to be on MTSS, including RtI and Math Intervention, Engaging Students and Math Instruction. 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	8	14	16