School Accountability Report Card
Reported Using Data from the
2023–24 School Year
California Department of Education

For ...School

Address: 1325 Bouret Drive, San Jose, CA, 95118   **Phone:** 408-979-8210
Principal: Greg Zieman   **Grade Span:** 1-12

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.

Admission Requirements for the University of California (UC)
Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)
Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Table 1: District Contact Information (School Year 2024–25)

Entity	Contact Information
District Name	San Jose Unified School District
Phone Number	408-535-6000
Superintendent	Nancy Albarran
Email Address	Nalbarran@sjusd.org
Website	www.sjusd.org

Table 2: School Contact Information (School Year 2024–25)

Entity	Contact Information
School Name	Pine Hill School (Second Start Learning Disabilities)
Street	1325 Bouret Drive
City, State, Zip	San Jose, CA, 95118
Phone Number	408-979-8933
Principal	Greg Zieman
Email Address	Gregz@secondstart.org
Website	www.secondstart.org
Grade Span	1-12
County-District-School (CDS) Code	43-69666-6997944

Table 3: School Description and Mission Statement (School Year 2024–25)
Use this space to provide information about the school, its program, and its goals.

Pine Hill School provides educational services in a structured, supportive environment for students in grades 1-12. Our goal is to offer a consistent and comprehensive academic and social adjustment program, helping students transition back to a less restrictive setting as soon as possible. We tailor instruction to meet the individual needs of each student, offering a standards-based curriculum in subjects such as Math, Language Arts, Social Studies, Science, Physical Education, and elective courses.

Our curriculum is aligned with the San Jose Unified School District and approved by the California State Instructional Materials List. In addition to core subjects, we provide a social thinking course to teach functional skills, which is offered at each grade level. Support services available at Pine Hill include Behavior Management, Occupational Therapy, Counseling, Speech and Language Therapy, and Pragmatic Language Groups.

Pine Hill accepts student referrals through intake packets from a variety of districts. These packets include the student's IEP, psychological reports, behavior intervention plans, and any other relevant documents. Our intake team reviews these materials to assess if the program is a good fit for the student's needs. After review, the registrar schedules a tour for the student, parent, and district representative to visit the school and determine if the program is suitable. Following the tour, the district and parent

collaborate to decide if Pine Hill is the right placement for the student, and the placement is finalized after the IEP meeting.

Pine Hill encourages the goal of transitioning students back to a less restrictive environment (LRE) over the course of the school year. The process of determining the least restrictive environment involves collaboration between the Pine Hill staff, district representatives, parents/guardians, the student, and other IEP team members. Typically, a representative from the home district participates in meetings to discuss the type of classes and supports necessary for a successful return. Because each student's needs and accommodations vary, careful planning for this transition usually begins well in advance.

Table 4: Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	1
Grade 3	3
Grade 4	4
Grade 5	7
Grade 6	10
Grade 7	8
Grade 8	9
Grade 9	5
Grade 10	3
Grade 11	10
Grade 12	13
Total Enrollment	70

Table 5: Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	10%
Male	90%
Non-Binary	Nil
American Indian or Alaska Native	Nil
Asian	4%
Black or African American	19%
Filipino	Nil
Hispanic or Latino	36%
Native Hawaiian or Pacific Islander	Nil
Two or More Races	4%
White	37%
English Learners	Nil
Foster Youth	3%
Homeless	Nil
Migrant	Nil
Socioeconomically Disadvantaged	3%
Students with Disabilities	100%

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.

Table 6: Teacher Preparation and Placement (School Year 2020–21)

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)	8	80%	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	2	20%	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	[DPC]	[DPC]	[DPC]	[DPC]
Unknown/Incomplete/NA	0	0%	[DPC]	[DPC]	[DPC]	[DPC]
Total Teaching Positions	10	100%	[DPC]	[DPC]	[DPC]	[DPC]

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.

Table 7: Teacher Preparation and Placement (School Year 2021–22)

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)	9	90%	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	1	10%	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	[DPC]	[DPC]	[DPC]	[DPC]
Unknown/Incomplete/NA	0	0	[DPC]	[DPC]	[DPC]	[DPC]
Total Teaching Positions	10	100%	[DPC]	[DPC]	[DPC]	[DPC]

Note: The data in this table is based on 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.

Table 8: Teacher Preparation and Placement (School Year 2022–23)

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)	9	90%	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	1	10%	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	[DPC]	[DPC]	[DPC]	[DPC]
Unknown/Incomplete/NA	0	0	[DPC]	[DPC]	[DPC]	[DPC]
Total Teaching Positions	10	100%	[DPC]	[DPC]	[DPC]	[DPC]

Note: The data in this table is based on 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.

Table 9: Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

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

Table 10: Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	0

Table 11: Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

Table 12: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: **January 2024**

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017	0
Mathematics	2015	0
Science	2007	0
History-Social Science	2006	0
Foreign Language	1992	0
Health	2011	0
Visual and Performing Arts	2005	0
Science Laboratory Equipment (grades 9-12)	N/A	[DPL]

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

Table 13: School Facility Conditions and Planned Improvements

*Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).]*

Pine Hill School is a tenant of San Jose Unified School District. Facility maintenance and records are maintained by the LEA. Certificates of compliance are maintain by Pine Hill School, within the operations office.

Table 14: School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: [DPL]

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	LEA	LEA	LEA	Housed at LEA
Interior: Interior Surfaces	LEA	LEA	LEA	Housed at LEA
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	LEA	LEA	LEA	Housed at LEA
Electrical: Electrical	LEA	LEA	LEA	Housed at LEA
Restrooms/Fountains: Restrooms, Sinks/ Fountains	LEA	LEA	LEA	Housed at LEA
Safety: Fire Safety, Hazardous Materials	LEA	LEA	LEA	Housed at LEA
Structural: Structural Damage, Roofs	LEA	LEA	LEA	Housed at LEA
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	LEA	LEA	LEA	Housed at LEA

Overall Facility Rate

Year and month of the most recent FIT report: [DPL]

Table 15: Overall Rating

Exemplary	Good	Fair	Poor
LEA	LEA	LEA	LEA

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.

  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.

  3. **California Science Test (CAST) and CAA 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.

Table 16: CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments

Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts/Literacy (grades 3-8 and 11)	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Mathematics (grades 3-8 and 11)	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e.,

achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Table 17: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Female	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Male	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
American Indian or Alaska Native	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Asian	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Black or African American	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Filipino	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Hispanic or Latino	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Native Hawaiian or Pacific Islander	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Two or More Races	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
White	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
English Learners	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Foster Youth	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Homeless	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Military	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Socioeconomically Disadvantaged	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Students Receiving Migrant Education Services	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Students with Disabilities	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Table 18: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Female	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Male	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
American Indian or Alaska Native	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Asian	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Black or African American	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Filipino	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Hispanic or Latino	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Native Hawaiian or Pacific Islander	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Two or More Races	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
White	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
English Learners	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Foster Youth	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Homeless	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Military	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Socioeconomically Disadvantaged	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Students Receiving Migrant Education Services	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Students with Disabilities	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of

students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Table 19: CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8 and high school)	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Table 20: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Female	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Male	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
American Indian or Alaska Native	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Asian	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Black or African American	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Filipino	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Hispanic or Latino	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Native Hawaiian or Pacific Islander	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Two or More Races	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
White	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
English Learners	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Foster Youth	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Homeless	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Military	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Socioeconomically Disadvantaged	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Students Receiving Migrant Education Services	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Students with Disabilities	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 21: Career Technical Education (CTE) Programs (School Year 2023–24)

Workability

Table 22: Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	25
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	25%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	87%

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	23%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	1%

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

Table 24: California Physical Fitness Test Results (School Year 2023–24)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
7	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
9	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: 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.

Table 25: Opportunities for Parental Involvement (School Year 2024–25)
Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement.

Parent involvement is highly encouraged. Due to the sensitive nature of our student's needs and personalized education and care provided, each parent is encouraged to freely communicate to discover the greatest help and participate with the educational team working with their student. We offer clinics and group support, and regularly hold meetings for parents with guest speakers and administration. We also encourage our parents to join the Pine Hill PTA organization.

State Priority: Pupil Engagement

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

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

Table 26: Graduation Rate and Dropout Rate (Four-Year Cohort Rates)

Indicator	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Graduation Rate	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA
Dropout Rate	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA	Data Housed at LEA

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

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

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 28: Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]
Non-Binary	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Table 29: Suspensions and Expulsions

Rate	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	--	--	--	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Expulsions	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 30: Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	--	[DPC]
Female	--	[DPC]
Male	--	[DPC]
Non-Binary	--	[DPC]
American Indian or Alaska Native	--	[DPC]
Asian	--	[DPC]
Black or African American	--	[DPC]
Filipino	--	[DPC]
Hispanic or Latino	--	[DPC]
Native Hawaiian or Pacific Islander	--	[DPC]
Two or More Races	--	[DPC]
White	--	[DPC]
English Learners	--	[DPC]
Foster Youth	--	[DPC]
Homeless	--	[DPC]
Socioeconomically Disadvantaged	--	[DPC]
Students Receiving Migrant Education Services	--	[DPC]
Students with Disabilities	--	[DPC]

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 31: School Safety Plan (School Year 2024–25)
Use this space to provide information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Table 32: Average Class Size and Class Size Distribution (Elementary)
(School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	8	2	N/A	N/A
2	8	2	N/A	N/A
3	8	2	N/A	N/A
4	8	2	N/A	N/A
5	8	2	N/A	N/A
6	8	2	N/A	N/A
Other**	0	0	N/A	N/A

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	8	2	N/A	N/A
2	8	2	N/A	N/A
3	8	2	N/A	N/A
4	8	2	N/A	N/A
5	8	2	N/A	N/A
6	8	2	N/A	N/A
Other**	0	0	N/A	N/A

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

**Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2023–24)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	8	2	N/A	N/A
2	8	2	N/A	N/A
3	8	2	N/A	N/A
4	8	2	N/A	N/A
5	8	2	N/A	N/A
6	8	2	N/A	N/A
Other**	0	0	N/A	N/A

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

**Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2021–22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	8	2	[DPC]	[DPC]
Mathematics	8	2	[DPC]	[DPC]
Science	8	2	[DPC]	[DPC]
Social Science	8	2	[DPC]	[DPC]

*Number of classes indicates how many classrooms 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.

**Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2022–23)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	8	2	[DPC]	[DPC]
Mathematics	8	2	[DPC]	[DPC]
Science	8	2	[DPC]	[DPC]
Social Science	8	2	[DPC]	[DPC]

*Number of classes indicates how many classrooms 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.

Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	8	2	[DPC]	[DPC]
Mathematics	8	2	[DPC]	[DPC]
Science	8	2	[DPC]	[DPC]
Social Science	8	2	[DPC]	[DPC]

*Number of classes indicates how many classrooms 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.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	8:1

*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.

Table 39: Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other**	1

*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.

** "Other" category is for all other student support services staff positions not listed.

**Table 40: Expenditures Per Pupil and School Site Teacher Salaries
(Fiscal Year 2022–23)**

- *District Average Teacher Salary data,*
- *State Average Teacher Salary data, and*
- *State Expenditures Per Pupil (Unrestricted) data*
- *The remaining data is to be provided by the LEA.*

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$57,566	[DPL]	$57,566	[DPL]
District	N/A	N/A	[DPC]	[DPC]
Percent Difference – School Site and District	N/A	N/A	[DPL]	[DPL]
State	N/A	N/A	[DPC]	[DPC]
Percent Difference – School Site and State	N/A	N/A	[DPL]	[DPL]

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

Table 41: Types of Services Funded (Fiscal Year 2023–24
use this space to provide specific information about the types of programs and services available at the school that support and assist students.

Table 42: Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	68,500	56,572.74
Mid-Range Teacher Salary	92,500	87,185.69
Highest Teacher Salary	117,500	119,664.66
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	N/A	N/A
Percent of Budget for Administrative Salaries	N/A	N/A

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Table 43: Advanced Placement (AP) Courses (School Year 2023–24)

**Percent of Students in AP Courses*:*   0

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

*Where there are student course enrollments of at least one student.

Table 44: Professional Development

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	3