

School Accountability Report Card

Reported Using Data from the 2018–19 School Year

California Department of Education

For Pine Hill School

Address: 1325 Bouret Dr, San Jose, CA 95123 **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, 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 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).

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.

Throughout this document the letters DPL refers to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

About This School

District Contact Information (School Year 2019–20)

Entity	Contact Information
District Name	Landlord-San Jose Unified SD
Phone Number	(408) 535-6000
Superintendent	DPC
Email Address	DPC
Website	DPC

School Contact Information (School Year 2019–20)

Entity	Contact Information
School Name	Pine Hill School
Street	1325 Bouret Dr.
City, State, Zip	San Jose, CA 95118
Phone Number	(408) 979-8210
Principal	Greg Zieman
Email Address	gregz@secondstart.org
Website	www.secondstart.org
County-District-School (CDS) Code	43-69666-6997944

School Description and Mission Statement (School Year 2019–20)

Pine Hill School provides an environment that meets the needs of the whole child. Each staff provides every student the necessary skills to build courage, self-esteem, responsibility, and cooperation to meet the challenges to survive in a democratic environment.

Pine Hill School provides services to students with disabilities. In addition to classroom services, the Pine Hill education environment includes Behavioral, School-based Counseling, Occupational Therapy and Speech and Language services.

The primary disabling conditions of the students served include Autism, Emotional Disturbance, Intellectual Disability, Other Health Impaired, and Specific Learning Disability.

Belief Statement...we strive to implement a quality education with an individualized component for students who have been unable to have their needs met in other educational settings. Not only are individual learning difference identified and used in planning each child's program, but the program is also designed to meet the student's social/emotional needs. Enhancement of self-esteem is an important part of the Pine Hill program. A multi-disciplinary approach is integral in promoting future school success for Pine Hill students. The Pine Hill teaching staff works in conjunction with counselors, administration, and parents to establish a comprehensive educational plan for each student.

Student Enrollment by Grade Level (School Year 2018–19)

Grade Level	Number of Students
Kindergarten	N/A
Grade 1	0
Grade 2	4
Grade 3	8
Grade 4	6

Grade Level	Number of Students
Grade 5	10
Grade 6	8
Grade 7	3
Grade 8	9
Ungraded Elementary	0
Grade 9	11
Grade 10	10
Grade 11	6
Grade 12	8
Ungraded Secondary	0
Total Enrollment	83

Student Enrollment by Student Group (School Year 2018–19)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	1
Asian	8
Filipino	0
Hispanic or Latino	33
Native Hawaiian or Pacific Islander	0
White	38
Two or More Races	14
Socioeconomically Disadvantaged	LEA
English Learners	0
Students with Disabilities	100
Foster Youth	1
Homeless	1

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

Teacher Credentials

Teachers	School 2017–18	School 2018–19	School 2019–20	District 2019–20
With Full Credential	9	9	9	9
Without Full Credential	9	9	9	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: 2019 August

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017	Yes	0
Mathematics	2015	Yes	0
Science	2002	DPL	0
History-Social Science	2007	DPL	0
Foreign Language	DPL	As needed per student accommodation	0
Health	DPL	As needed per student accommodation	0
Visual and Performing Arts	DPL	As needed per student accommodation	0
Science Laboratory Equipment (grades 9-12)	As needed per student accommodation	As needed per student accommodation	0

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

School Facility Conditions and Planned Improvements

- 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 maintained by Pine Hill School within the Operations Office.

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	DPL	DPL	DPL	Data Housed by LEA Landlord
Interior: Interior Surfaces	DPL	DPL	DPL	Data Housed by LEA Landlord
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	DPL	DPL	DPL	Data Housed by LEA Landlord
Electrical: Electrical	DPL	DPL	DPL	Data Housed by LEA Landlord
Restrooms/Fountains: Restrooms, Sinks/Fountains	DPL	DPL	DPL	Data Housed by LEA Landlord
Safety: Fire Safety, Hazardous Materials	DPL	DPL	DPL	Data Housed by LEA Landlord
Structural: Structural Damage, Roofs	DPL	DPL	DPL	Data Housed by LEA Landlord
External: Playground/School Grounds, Windows/Doors/Gates/Fences	DPL	DPL	DPL	Data Housed by LEA Landlord

Overall Facility Rate

Year and month of the most recent FIT report: Data resides with Landlord LEA

Overall Rating

Exemplary	Good	Fair	Poor
DPL	DPL	DPL	DPL

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts/Literacy (grades 3-8 and 11)	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Mathematics (grades 3-8 and 11)	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA

Note: 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.

Note: 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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Male	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Female	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Black or African American	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
American Indian or Alaska Native	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Asian	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Filipino	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Hispanic or Latino	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Native Hawaiian or Pacific Islander	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
White	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Two or More Races	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Socioeconomically Disadvantaged	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
English Learners	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Students with Disabilities	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Students Receiving Migrant Education Services	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Foster Youth	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Homeless	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the

number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Male	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Female	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Black or African American	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
American Indian or Alaska Native	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Asian	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Filipino	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Hispanic or Latino	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Native Hawaiian or Pacific Islander	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
White	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Two or More Races	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Socioeconomically Disadvantaged	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
English Learners	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Students with Disabilities	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Students Receiving Migrant Education Services	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Foster Youth	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA
Homeless	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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

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

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8 and high school)	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA	Housed at LEA

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Career Technical Education (CTE) Programs (School Year 2018–19)

Pine Hill offers a Workability program. Students are assessed in a number of ways. The individuals are initially assessed by their home room teacher. Once the teacher identifies their basic interests in transition and workability services, the Workability case manager begins the process of identifying service needs through surveys, questionnaires and one on one interview. Assessment tools such as the Holland Code, Onet.org, Reality Check (careerzone.com) and others, are used to gauge the student's level of interest for specific career clusters. The process is not only designed to measure the participant's interests, but it also assesses their abilities, values and aptitude. With the assessment information, the workability manager can design a plan to meet the student's needs and create a transition plan as part of the IEP, which ensures that the students have achievable goals. Parents become involved in the process through the initial or annual IEP transition planning throughout their stay at Pine Hill. *Use this space to provide information about Career Technical Education (CTE) programs as follows:*

Career Technical Education (CTE) Participation (School Year 2018–19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	11
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	10%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	DPC

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	36
2017–18 Graduates Who Completed All Courses Required for UC/CSU Admission	8

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

California Physical Fitness Test Results (School Year 2018–19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	LEA housed	LEA housed	LEA housed
7	LEA housed	LEA housed	LEA housed
9	LEA housed	LEA housed	LEA housed

Note: 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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019–20)

Parental involvement is highly encouraged. Because of 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. Additionally parents are encouraged to participate in our Newton PTA organization. Those wishing to know more about the PTA are welcome to call (408) 979-8210 x200. Parents are welcome on-campus and encouraged to observe classrooms provided they schedule appointments to do so (Due to the nature of our population, visits must be scheduled to minimize distracting students while working on their goals.)

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	LEA	LEA	LEA
Graduation Rate	LEA	LEA	LEA

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	LEA	LEA	LEA	LEA	LEA	LEA
Graduation Rate	LEA	LEA	LEA	LEA	LEA	LEA

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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

Rate	School 2016– 17	School 2017– 18	School 2018– 19	District 2016– 17	District 2017– 18	District 2018– 19	State 2016– 17	State 2017– 18	State 2018– 19
Suspensions	6	2	2	LEA	LEA	LEA	LEA	LEA	LEA
Expulsions	0	0	0	LEA	LEA	LEA	LEA	LEA	LEA

School Safety Plan (School Year 2019–20)

The Pine Hill School Safety Plan is on file with the school safety team leader and the human resources specialist and is reviewed with the Staff on a regular basis. Fire drills are held monthly. The safety plan includes fire, earthquake, intruder, campus security and first aid procedures.

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

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	Multi-grade level	Multi-grade level	0	0
2	Multi-grade level	Multi-grade level	0	0
3	Multi-grade level	Multi-grade level	0	0
4	Multi-grade level	Multi-grade level	0	0
5	Multi-grade level	Multi-grade level	0	0
6	Multi-grade level	Multi-grade level	0	0
Other**	8	3	0	0

*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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)

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	Multi-grade level	Multi-grade level	0	0
2	Multi-grade level	Multi-grade level	0	0
3	Multi-grade level	Multi-grade level	0	0
4	Multi-grade level	Multi-grade level	0	0
5	Multi-grade level	Multi-grade level	0	0
6	Multi-grade level	Multi-grade level	0	0
Other**	8	3	0	0

*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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018–19)

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	Multi-grade level	Multi-grade level	0	0
2	Multi-grade level	Multi-grade level	0	0
3	Multi-grade level	Multi-grade level	0	0
4	Multi-grade level	Multi-grade level	0	0
5	Multi-grade level	Multi-grade level	0	0
6	Multi-grade level	Multi-grade level	0	0
Other**	9	3	0	0

*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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	8	0	0	0
Mathematics	8	0	0	0
Science	8	0	0	0
Social Science	8	0	0	0

*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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	10	0	0	0
Mathematics	10	0	0	0
Science	10	0	0	0
Social Science	10	0	0	0

*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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–19)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	10	0	0	0
Mathematics	10	0	0	0
Science	10	0	0	0
Social Science	10	0	0	0

*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.

Ratio of Academic Counselors to Pupils (School Year 2018–19)

Title	Ratio
Academic Counselors*	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.

Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0
Other	0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$44,263	DPL	\$44,263	\$63,800
District	N/A	N/A	DPL	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.

Types of Services Funded (Fiscal Year 2018–19)

Pine Hill School provides services to students with disabilities. In addition to classroom services, the Pine Hill education environment includes Behavioral, School-based Counseling, Occupational Therapy and Speech and Language services.

The primary disabling conditions of the students served include Autism, Emotional Disturbance, Intellectual Disability, Other Health Impaired, and Specific Learning Disability.

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,000	DPC
Mid-Range Teacher Salary	\$61,000	DPC
Highest Teacher Salary	\$72,000	DPC
Average Principal Salary (Elementary)	\$95,000	DPC
Average Principal Salary (Middle)	\$95,000	DPC
Average Principal Salary (High)	\$95,000	DPC
Superintendent Salary	N/A	DPC
Percent of Budget for Teacher Salaries	15%	DPC
Percent of Budget for Administrative Salaries	6%	DPC

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

Advanced Placement (AP) Courses (School Year 2018–19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	0
English	0	0
Fine and Performing Arts	0	0
Foreign Language	0	0
Mathematics	0	0
Science	0	0
Social Science	0	0
All Courses	0	0

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

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

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5