

# **School Accountability Report Card Reported Using Data from the 2019–2020 School Year**

**California Department of Education**

## ***For Pine Hill South School***

**Address:** 3180 Imjin Road, Suite 153 Marina, CA

**Phone:** (408) 979-8210

**Principal:** Greg Zieman (Ray Johnson-Site Des.) **Grade Span:** 5-12

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 webpage at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### **DataQuest**

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

### **California School Dashboard**

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

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

## About This School

### District Contact Information (School Year 2020–2021)

Entity	Contact Information
District Name	N/A – School is NPS
Phone Number	N/A – School is NPS
Superintendent	N/A – School is NPS
Email Address	N/A – School is NPS
Website	N/A – School is NPS

### School Contact Information (School Year 2020–2021)

Entity	Contact Information
School Name	Pine Hill School
Street	3180 Imjin Road
City, State, Zip	Marina, CA 93933
Phone Number	(408) 979-8210
Principal	Greg Zieman/Ray Johnson – Site Des.
Email Address	<a href="mailto:grez@secondstart.org">grez@secondstart.org</a>
Website	<a href="http://www.secondstart.org">www.secondstart.org</a>
County-District-School (CDS) Code	27-66092-0133587

**School Description and Mission Statement (School Year 2020–2021):** Pine Hill South offers educational services which provide a structured, consistent environment to students grades 5-12 with comprehensive and systematic academics and social adjustment programs which seek to return students to a less restrictive environment as soon as possible. Pine Hill program offers grade level appropriate instruction based on the students individual needs. Pine Hill offers a standard based curriculum in the subjects of Math, Language Arts, Social Studies and Science as well as Physical Education and elective courses. Pine Hill has adopted curriculum that matches the curriculum provided by Monterey Peninsula Unified School District and is approved from the California State Instructional Materials list. The academic curriculum includes a Social Thinking Course which provides functional skills instruction for each grade level. Support services include Behavior Management, Specialized Academic Education and Social Skill development. Pine Hill South receives intake packets from a variety of districts. The intake packets consists of IEP, Psych reports and Behavior Intervention plans and anything else that is pertaining to the student. Our intake team receives intake packets from partnering school districts and reviews the intake packet. The team which consists of, the Principal, Counselors and our Behavioral Intervention staff reviews to determine if the program is an appropriate fit for the referred student's needs. Following this, the Registrar schedules a tour so that the district, parents and student can attend the tour to see if the student is a fit for the program. Once the tour is complete the district with the parent decides if this is a fit for them and the student is placed at Pine Hill after Placement IEP. The Exit Plan for a student to return to the public school setting occurs as the following: Transition to a less restrictive environment is a goal encouraged by Pine Hill for all Students. Throughout the school year, this becomes an attainable goal for our students. IDEA requires consideration of the Least Restrictive Environment (LRE) in all placement decisions. Placements is not one-sided. Pine Hill staff, District Representatives, Parents/Guardians, the student and other IEP team members all participate in this process. Typically, a representative from a home school district attends the meeting and participates in discussions regarding types of classes and support needed for a successful return. Each student differs in the types of accommodations that may be needed, thus, careful planning typically begins well in advance of a return to an LRE.

Grade Level	Number of Students
<b>Kindergarten</b>	N/A
<b>Grade 1</b>	N/A
<b>Grade 2</b>	N/A
<b>Grade 3</b>	N/A
<b>Grade 4</b>	N/A
<b>Grade 5</b>	0
<b>Grade 6</b>	1
<b>Grade 7</b>	2
<b>Grade 8</b>	1
<b>Ungraded Elementary</b>	0
<b>Grade 9</b>	0
<b>Grade 10</b>	0
<b>Grade 11</b>	0
<b>Grade 12</b>	0
<b>Ungraded Secondary</b>	0
<b>Total Enrollment</b>	4

**Student Enrollment by Student Group (School Year 2019–2020)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	0
<b>American Indian or Alaska Native</b>	0
<b>Asian</b>	0
<b>Filipino</b>	0
<b>Hispanic or Latino</b>	25
<b>Native Hawaiian or Pacific Islander</b>	0
<b>White</b>	25
<b>Two or More Races</b>	50
<b>Socioeconomically Disadvantaged</b>	LEA
<b>English Learners</b>	0
<b>Students with Disabilities</b>	100
<b>Foster Youth</b>	0
<b>Homeless</b>	0

**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**

<b>Teachers</b>	<b>School 2018–2019</b>	<b>School 2019–2020</b>	<b>School 2020–2021</b>	<b>District 2020–2021</b>
<b>With Full Credential</b>	1	2	3	Housed at LEA
<b>Without Full Credential</b>	0	0	0	Housed at LEA
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	Housed at LEA

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2018–2019	2019–2020	2020–2021
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 2020–2021)**

Year and month in which the data were collected: 2020 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	2006	DPL	0
History-Social Science	2006	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****Narrative provided by the LEA**

*Pine Hill South is a tenant of The Regents of The University of California MBEST Center. Facility maintenance and records are maintained by the Landlord of the Center. Certificates of compliance are maintained by Pine Hill Souths 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

*Facility maintenance and records are maintained by the Landlord of the Center.  
Certificates of compliance are maintained by Pine Hill Souths Operations Office.*

**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
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	DPL	DPL	DPL	Data Housed by Landlord
<b>Interior: Interior Surfaces</b>	DPL	DPL	DPL	Data Housed by Landlord
<b>Cleanliness: Overall Cleanliness, Pest/ Verman Infestation</b>	DPL	DPL	DPL	Data Housed by Landlord
<b>Electrical: Electrical</b>	DPL	DPL	DPL	Data Housed by Landlord
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	DPL	DPL	DPL	Data Housed by Landlord
<b>Safety: Fire Safety, Hazardous Materials</b>	DPL	DPL	DPL	Data Housed by Landlord
<b>Structural: Structural Damage, Roofs</b>	DPL	DPL	DPL	Data Housed by Landlord
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	DPL	DPL	DPL	Data Housed by Landlord

### Overall Facility Rate

**Year and month of the most recent FIT report:** Data Housed by Landlord

### 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 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts/Literacy (grades 3-8 and 11)	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA
Mathematics (grades 3-8 and 11)	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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 2019–2020)**



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

<b>Foster Youth</b>	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA
<b>Homeless</b>	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year

**CAASPP Test Results in Mathematics by Student Group  
grades Three through Eight and Grade Eleven (School Year 2019–2020)**

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

<b>Foster Youth</b>	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA
<b>Homeless</b>	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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

<b>Subject</b>	<b>School 2018– 2019</b>	<b>School 2019– 2020</b>	<b>District 2018– 2019</b>	<b>District 2019– 2020</b>	<b>State 2018– 2019</b>	<b>State 2019– 2020</b>
<b>Science (grades 5, 8 and high school)</b>	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight, and High School (School Year 2019–2020)**

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

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

## 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 2019–2020)

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	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA
7	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA
9	Data Housed by LEA	Data Housed by LEA	Data Housed by LEA

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020–2021)

#### Narrative provided by the LEA

*Parent involvement is highly encouraged. Because of the sensitive nature of our students 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 as well encourage our parents to join the Pine Hill School PTA organization. With COVID-19 in-person events and meetings have been suspended, but all functions of involvement, besides in-person activity, is still active.*

## 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 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
<b>Dropout Rate</b>	Data Housed LEA	Data Housed LEA	Data Housed LEA	Data Housed LEA	Data Housed LEA	Data Housed LEA	Data Housed LEA	Data Housed LEA	Data House LEA
<b>Graduation Rate</b>	Data Housed LEA	Data Housed LEA	Data Housed LEA	Data Housed LEA	Data Housed LEA	Data Housed LEA	Data Housed LEA	Data Housed LEA	Data House LEA

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017– 2018	School 2018– 2019	District 2017– 2018	District 2018– 2019	State 2017– 2018	State 2018– 2019
<b>Suspensions</b>	0	0	Data Housed b LEA	Data Housed b LEA	Data Housed b LEA	Data Housed by LEA
<b>Expulsions</b>	0	0	Data Housed b LEA	Data Housed b LEA	Data Housed b LEA	Data Housed by LEA

**Suspensions and Expulsions for School Year 2019–2020 Only**  
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019– 2020	District 2019– 2020	State 2019– 2020
<b>Suspensions</b>	0	Data Housed by LEA	Data Housed by LEA
<b>Expulsions</b>	0	Data Housed by LEA	Data Housed by LEA

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

**School Safety Plan (School Year 2020–2021)**

**Narrative provided by the LEA**

*The Pine Hill South School Safety plan is on file with the school safety team leader and the human resource generalist and is reviewed with the staff on a regular basis. A physical copy of the plan is housed in the Administration Office. Fire Drills are held on a Monthly basis in accordance with recognizing the states needs for regular drills based on the grade level and with elementary requiring one being conducted each month. The safety plan includes fire, earthquake, intruder, campus security and first aid procedures. Additional safety plans have been drafted for the COVID pandemic and are posted to our website at Secondstart.org.*

**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.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2017–2018)**

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



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

**Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
<b>K</b>	0	0	0	0
<b>1</b>	0	0	0	0
<b>2</b>	0	0	0	0
<b>3</b>	0	0	0	0
<b>4</b>	0	0	0	0
<b>5</b>	0	0	0	0
<b>6</b>	0	0	0	0
<b>Other**</b>	4	1	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 2019–2020)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
<b>K</b>	0	0	0	0
<b>1</b>	0	0	0	0
<b>2</b>	0	0	0	0
<b>3</b>	0	0	0	0
<b>4</b>	0	0	0	0
<b>5</b>	0	0	0	0
<b>6</b>	0	0	0	0
<b>Other**</b>	2	2	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 2017–2018)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English Language Arts</b>	4	1	0	0
<b>Mathematics</b>	4	1	0	0
<b>Science</b>	4	1	0	0
<b>Social Science</b>	4	1	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 2018–2019)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English Language Arts</b>	2	2	0	0
<b>Mathematics</b>	2	2	0	0
<b>Science</b>	2	2	0	0
<b>Social Science</b>	2	2	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 2019–2020)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English Language Arts</b>	2	2	0	0
<b>Mathematics</b>	2	2	0	0
<b>Science</b>	2	2	0	0
<b>Social Science</b>	2	2	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 Pupils to Academic Counselor (School Year 2019–2020)**

<b>Title</b>	<b>Ratio</b>
<b>Pupils to Academic Counselor*</b>	N/A

\*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 2019–2020)**

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

### Career Technical Education Programs (School Year 2019–2020)

#### Narrative provided by the LEA

*Pine Hill offers a transition 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, the Case Manager begins the process of identifying service needs through surveys, questionnaires and one on one interviews. Assessment tools such as the Holland Code, Onet.org, Reality Check (careerzone.com) and others, are used to gauge the students 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 Case Manager can design a plan to meet the students' needs and create a transition plan as part of the IEP, which ensures that the students have achievable goals. Parents become involved with the process through the initial or annual IEP transition planning throughout their stay at Pine Hill.*

### Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$39,649	DPL	\$39,649	\$67,500
<b>District</b>	N/A	N/A	Data Housed by LEA	Data Housed by LEA
<b>Percent Difference – School Site and District</b>	N/A	N/A	Data Housed by LEA	Data Housed by LEA
<b>State</b>	N/A	N/A	Data Housed by LEA	Data Housed by LEA
<b>Percent Difference – School Site and State</b>	N/A	N/A	Data Housed by LEA	Data Housed by LEA

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

**Types of Services Funded (Fiscal Year 2019–2020)**

Narrative provided by the LEA: *Specialized Academic Instruction, 1:1 Aide*

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	Data Housed by LEA	Data Housed by LEA
<b>Mid-Range Teacher Salary</b>	Data Housed by LEA	Data Housed by LEA
<b>Highest Teacher Salary</b>	Data Housed by LEA	Data Housed by LEA
<b>Average Principal Salary (Elementary)</b>	Data Housed by LEA	Data Housed by LEA
<b>Average Principal Salary (Middle)</b>	Data Housed by LEA	Data Housed by LEA
<b>Average Principal Salary (High)</b>	Data Housed by LEA	Data Housed by LEA
<b>Superintendent Salary</b>	Data Housed by LEA	Data Housed by LEA
<b>Percent of Budget for Teacher Salaries</b>	Data Housed by LEA	Data Housed by LEA
<b>Percent of Budget for Administrative Salaries</b>	Data Housed by LEA	Data Housed by LEA

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 2019–2020)****Percent of Students in AP Courses:** 0

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered*</b>	0

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

**Professional Development**

<b>Measure</b>	<b>2018– 2019</b>	<b>2019– 2020</b>	<b>2020– 2021</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5